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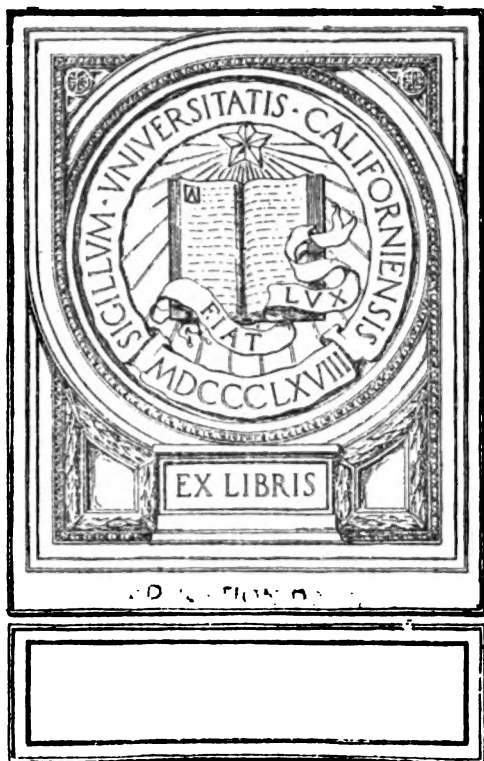
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# THE SCHOOLHOUSE AS THE POLLING PLACE

By E. J. WARD  
UNIVERSITY OF WISCONSIN



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This plain argument of economy was given impetus in the resolution unanimously adopted by the first national conference on teacher training for rural schools, at Chicago, September 26, 1914: As a ready and practical means of saving public expense \* \* \* favor the use of all public-school buildings as centers for voting."

#### IT IS WORTHY.

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Box in Sauk City, Wis. Election scene.

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FIG. 1.—Ballot box carried in procession from the town hall to the schoolhouse, Sauk City, Wis., Oct. 3, 1914.

# THE SCHOOLHOUSE AS THE POLLING PLACE.

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## PART I.—USE OF SCHOOLHOUSE FOR POLITICAL PURPOSES.

It was a great day—last Tuesday, election. Above the schoolhouse the American flag was waving as always when school is in session. But it seemed to proclaim new meaning on Tuesday, for under its folds not the children only were gathering as on other days, but the adult citizens were also coming to participate in the great cooperation which makes of every neighborhood, every town, each State, and of all America one equal fellowship.

So wrote Principal and Civic Secretary M. T. Buckley, of Sauk City, Wis., on November 7, 1914, a few days after the first election held in the public schoolhouse, the established civic center of that town.

He continued:

The ballot box was out in the open space at the front of the grammar room. It was not only the convenient but the truly appropriate location, for here, from its stand, ever the image of Lincoln companioned our citizens as—one by one—each cast his vote. The words from Lincoln's first inaugural came to my mind: "Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world?" And then those words with which his second inaugural closed: "A just and lasting peace among ourselves and with all nations." And as I thought how, unto death, he strove for just this thing—that questions of difference might be settled by peaceful, orderly decision of majorities, instead of by irrational appeal to force—it seemed to me very strange that voting should ever be done anywhere else than in the public schoolhouse, where Lincoln's picture is, and where most purely and strongly his democratic spirit lives.

### BENEFICIAL TO THE SCHOOL.

Close school on election day? Citizens coming here to vote might interfere with the regular educational process in this building? I would say that the boys and girls might better stay away from the schoolhouse on any other day than this, for here is the fundamental and supreme act of government. To witness this primary governmental cooperation gives to the youth a point of living contact for understanding the whole civic process beyond what is given by mere words and theory. It is not too much to say that the continuity of the educational process would be broken if the young people were not to

come on the day that adult citizens gather here to vote, as it is broken in those communities where one building is used for civic training and another for this supreme civic expression.

The day was what it ought to be everywhere—a day that made America mean something, something positive and rational, something not chance-directed, but socially controllable, something tremendously worth working for.

#### VOTING IN PUBLIC SCHOOLHOUSES BECOMING GENERAL.

The movement for making the public schoolhouse the polling place, which is a part of the first step in actual community center development, has made rapid progress during the past few years. It was of the growth and spread of this movement and the accompanying one of using the schoolhouses as civic forums that President Wilson



FIG. 2.—The former location of the ballot box at Sauk City—in the building with the fire apparatus and the jail.

said: "It must challenge to cooperation every man and woman who shares the spirit of America and appreciates the importance of visualizing the common interest."

#### IT IS ECONOMICAL.

Among the reasons why public-school buildings are coming to be used for voting, perhaps the most obvious is economy. To use existing public buildings obviates the needless expense of renting private places or purchasing, transporting, setting up, retransporting, and storing special booths for this purpose. The amount of this saving tends to increase with the growing frequency of elections.

This plain argument of economy was given impetus in the resolution unanimously adopted by the first national conference on teacher training for rural schools, at Chicago, September 26, 1914: "As a ready and practical means of saving public expense \* \* \* we favor the use of all public-school buildings as centers for voting."

IT IS WORTHY.

Hope of orderly progress for the race chiefly centers in the intelligent use of the ballot. The polling place is the primary capitol in a republic. In comparison with it the city hall, the statehouse, the



FIG. 3.—The present location of the ballot box in Sauk City, Wis. Election scene.

Capitol at Washington are secondary capitols. The polling place should have the most nobly significant housing the community can give. The public-school building affords this housing.

IT IS APPROPRIATE.

Elections, whether for the selection of men or the decision of measures, are primarily examinations of public intelligence. Schools are the logical and natural places for the periodic testings of the common mentality. The voting machine or ballot box should be kept in the schoolhouse as the symbol of efficiency in self-government—the examining instrument of the electorate's judgment and good sense.

## IT IS CONVENIENT.

The public schoolhouses are so distributed as to be easily reached by all the children of each district. The distance children go each day, adults may readily go to vote. A strange disparity has existed between urban and rural communities in the size of voting precincts as compared with school districts. As a rule, in the city there are more voting precincts than school districts. In the country generally the opposite condition exists. In general, the voting population of any community is about the same as the number of children of school age. The building that is large enough to accommodate the children is likely to be adequate for the use of the voters.

## IT IS PERMANENT.

The storing of the voting apparatus in a cellar, loft, or shed, excepting at election times, suggests an intermittent and occasional democracy, as though the people were in authority for only a day or two each year. The continuing presence of the voting instrument, permanently installed in the community capitol, proclaims the continuing authority and responsibility of the citizens.

## IT IS EDUCATIVE.

In Milwaukee, Wis., the question whether the public schoolhouses should be used as the polling places was referred to the school principals. Their vote was unanimously in favor of it. They recognized that this use of the school buildings would be a positive and practical aid in the most important service of the public schools at the civic training places of youth. This fundamental benefit, which is vividly set forth in the statement of Principal Buckley, was declared as of importance second only to the economy of the plan, in the resolution adopted by the National Conference on Teacher Training: "As a ready and practical means of saving public expense, and at the same time vitalizing the service of the public schools in civic education, we favor the use of all public school buildings for voting."

## IT IS SIMPLIFYING.

Not infrequently citizens fail to vote at primaries and even at elections because they do not know the location of the polling place. Everybody knows the location of the public schoolhouse in his district. Moreover, making the voting precinct and the public school district identical does away with the confusion that arises from having two units of neighborhood; a confusion in part responsible for the failure to visualize and appreciate the neighborhood, the group unit in society next in importance to the family.

## IT IS UNIFYING.

Not all the citizens in every public school district send their children to the public school. There are parochial or private schools. But there is no parochial or private ballot box, and when this all-uniting instrument is permanently established in the schoolhouse, it makes plain the fact that with the adult civic uses of this public building the distinctions that cause the separate instruction of children have nothing whatever to do.

The general establishment of the public schoolhouse as the polling place not only makes of this neighborhood building a substantial and ever-present reminder of the common responsibility and opportunity,



FIG. 4.—Election day scene in a public schoolhouse, Grand Rapids, Mich. The schoolhouses of Grand Rapids have been used for many years as voting centers.

the uniting civic bond that unites in one membership all citizens without respect to difference of religious or other opinion, but it also visualizes and emphasizes the identity of the civic bond within various sorts of communities, whether rich or poor, urban or rural. To make the common schoolhouse the polling place everywhere is to make a monumental declaration of the community of civic interest that transcends all our disunities.

## IT BELONGS WITH THE CIVIC-FORUM USE OF THE PUBLIC SCHOOLHOUSE.

Where the citizens of any community in Wisconsin organize themselves into a district or neighborhood assembly to use the schoolhouse for the free discussion of public questions, the law directs public

school boards to "provide, free of charge, light, heat, and janitor service, where necessary," and to "make such other provisions as may be necessary for the free and convenient use of such building" for the periodical meetings of this community association. In pursuance of this statute, neighborhood or district assemblies—deliberative organizations which regard every citizen 21 years of age or over residing in the district as a member—have been formed in more than 200 communities in Wisconsin. This movement is spreading rapidly throughout other parts of the country. For the citizens to assemble in the schoolhouse for deliberation and then go to another place to vote is not more absurd than it would be for aldermen to meet for discussion in the city hall and then go to some other building to cast their vote.

#### THE SCHOOL PRINCIPAL AS COMMUNITY SECRETARY.

Combined with the movement for the adult civic use of the public schoolhouses as polling places and as headquarters of deliberative assembly in many places is the movement to authorize the school principal or some one associated with him to serve not only over the children as supervisor of their instruction but also under the adult citizens as community clerk or secretary. In some communities this movement is taking the form of combining the office of village clerk with that of the school principal; in others it is taking the form of adding responsibility for service as organizing and executive secretary of the citizens' assembly to the present official responsibility of the school principal.

According to information received by the bureau of civic and social center development of the University of Wisconsin, the school principals at Algoma, Alma Center, Oostburg, De Forest, Iron Belt, Lublin, Medford, Muscoda, and Newburg were last year elected or appointed to serve as voting or village clerks. In Milwaukee, Superior, Kenosha, Neillsville, Sauk City, and Osseo the school principal or some one associated with him and responsible to the school board has been made definitely responsible for civic secretarial service.

If the school principal or some one associated with him is to be authorized to serve as clerk of citizenship-expression in voting or as secretary of citizenship-expression in deliberation, or as both, which seems to be the tendency, it is logical that the building in which he is engaged to serve the community on other days should be used when he serves the citizens in their voting.

#### PART OF THE PROGRAM OF CITIZENSHIP ORGANIZATION.

The installation in each public schoolhouse of the voting machine or ballot box, the official primary instrument for answering public questions, is the first step in practical physical adjustment toward

"finding the real meaning of democracy," as this program is formulated by President Wilson: "Citizens going to school to one another in the common schoolhouses to understand and answer public questions, as hitherto only representatives of the citizens have gone to school to one another in the buildings provided for them." The use of the public schoolhouses for voting is thus a basic part of the community-center program which the President has declared to mean "the recovery of the constructive and creative genius of the American people." Indorsement of the use of the public schoolhouse for voting is thus given by ex-President Roosevelt, along with his declaration for its use as the community forum for civic assembly: "Every schoolhouse should be the polling place of its district. The schoolhouse ought to be the senate chamber of the people, where men and

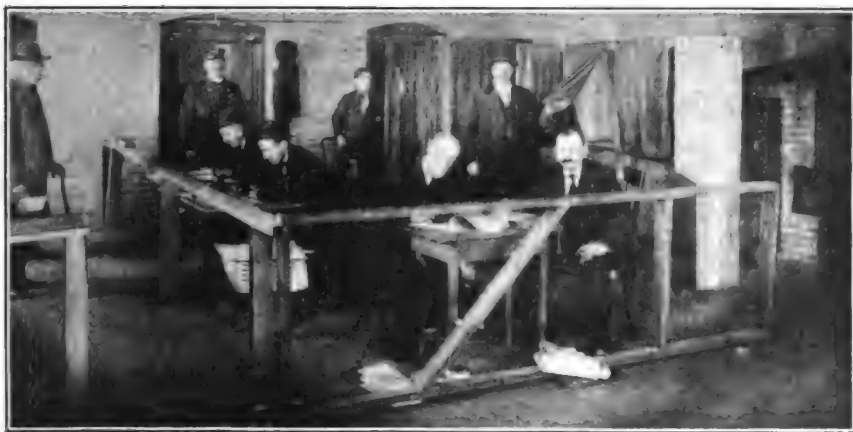


FIG. 5.—Voting scene in a public school building, Milwaukee, Wis.

women come together, not as partisans, but as neighboring citizens, to hear the claims of all candidates and choose between them and to discuss and decide public issues." The designation of each public schoolhouse as the voting center of its district is coupled with its use as community headquarters for organized discussion in the program which ex-President Taft characterizes as "not only good civic organization but also good business."

Indorsements of the proposition that the public schoolhouse should be used as the polling place, as a distinct proposition apart from other civic uses of the schoolhouse, might be multiplied; but the most earnest indorsement of this plan comes from those statesmen and students of public welfare who see in it an integral part of the movement for the self-organization of the voting body into one deliberative body, the program which "goes to the heart of the whole American problem."

## IT IS BECOMING AN ACCOMPLISHED FACT.

The plan of making the public schoolhouses everywhere the polling places has nothing visionary or impractical in it. It is now in actual operation in many communities. In the following Wisconsin cities and towns public schoolhouses have already begun to be used for voting: Algoma, Berlin, Bloomer, Carter, Fond du Lac, Gilman, Hazel Green, Hudson, Juda, Kenosha, Knapp, La Crosse, Lublin, Madison, Maiden Rock, Manitowoc, Menasha, Milwaukee, Muscoda, Nekoosa, North Prairie, Orfordville, Portage, Port Washington, Prairie Farm, Sauk City, Stanley, Superior, Waukesha, Wausau.

## LOCATION OF THE VOTING INSTRUMENT IN THE SCHOOL BUILDING.

The detail as to the part of any particular schoolhouse which may be used as the permanent voting headquarters of the neighborhood depends, of course, upon the plan and equipment of the building. If there is a first-floor community room, with easy access from the street, this is the suitable and appropriate place. Where such a ground-floor assembly hall or community room does not yet exist, any ground-floor room, or even the corridor, may be used. Whatever difficulty exists in improvising the voting room is temporary, for the tendency to regard no school building as complete which has not a ground-floor community assembly hall is so strong that not only are new schoolhouses being built with such rooms included in their plans, but in a number of places ground-floor community assembly halls have been added to existing schoolhouses.

In selecting the part of the schoolhouse to be used for voting, strange as it may seem, occasionally the fundamental and supreme dignity of the voting machine or ballot box as the primary instrument of the cooperation that we call "government" is forgotten, and the part of the building selected for the exercise of the highest civic function is a basement or other out-of-the-way place. The idea in this is that the gathering of citizens to vote necessarily means the soiling of the voting place. Of course, this idea has arisen from the remarkable fact that while the secondary capitols—city halls, state-houses, Federal headquarters—have been made handsome and dignified, the primary capitol—the polling place—has often been located in a livery stable or a shed that is not supposed to be clean. Obviously the location of the polling place in an undignified part of the schoolhouse tends naturally to perpetuate slovenliness and carelessness in the accompaniments of voting. Whether, as Mr. Buckley suggests, the placing of the voting instrument in a dignified and central part of the schoolhouse will tend to lessen slovenliness and care-

lessness in the motives and thought expressed in the voting itself, at any rate it is obvious that the worthy location of the polling place in the handsomest part of the schoolhouse will tend to suggest and evoke orderliness and restraint in the process of voting.

When the fasces, as the symbol of delegated authority, are given the position of honor at the front of the House of Representatives at Washington, it certainly would seem inappropriate that the voting instrument, which is not only the symbol but the actual instrument of supreme authority in our Government, should be given less than the most honorable and conspicuous place in the neighborhood building. One of the leading community building architects in this country has declared that—

In the characteristic building of America, of which we have developed the nucleus in the public school, the ballot box or voting instrument will have the same relation to the whole edifice that the altar had to the structure of the mediæval cathedral. It will be the center about which all the rest of the structure will be planned.

Meantime, when the Babcock milk tester is given a place beside the teacher's desk at the front of the rural schoolhouse, because it stands as a symbol of efficient agriculture, and therefore should be kept before the pupils, it would seem strange not to give the instrument in whose use the character of our civilization is determined a place of at least equal honor.

#### THE SAUK CITY CELEBRATION.

In practically every community where the polling place has been transferred from some less worthy location to the public schoolhouse, it has been done casually and without fitting celebration of the genuine significance of thus establishing the schoolhouse as the community capitol. In Sauk City, Wis., however, where the sense of community values has been developed and quickened by the use of the schoolhouse as the center of assembly for civic discussion and for social and recreational enjoyment, the essential importance of transferring the polling place from the old town hall to the public schoolhouse was appreciated, and this transference, along with the installation of the school principal as civic secretary, was made the occasion of a memorable community center pageant and processional.

In the course of the celebration at Sauk City addresses were given by Justice R. G. Siebecker, of the Wisconsin Supreme Court, who spoke on the advantage of establishing the schoolhouse as the actual civic center as seen from the viewpoint of efficiency in government; by State Supt. C. P. Cary, who spoke upon the advantages of this installation in promoting efficiency in education; and by Miss Zona Gale, interpreter of community life.

Justice Siebecker said:

The use of the schoolhouse as a community home for the education of its children, the place for rallying around the ballot box, and the gathering place of the all-inclusive citizens' club "to go to school to one another," will remove the deadly rivalries born of our failure to cooperate in the processes that make for our common good, and will supplant the feelings of rancor and hatred by sentiments of justice and good will toward others. The program of the civic and social center, which seeks to provide the place, the means, and the occasion for the community to satisfy the social and recreational instincts through creative and ennobling expression, and thereby displace the greedy, degrading, private commercial interests that now control the means of supplying these desires, is of the utmost importance in reforming these activities of our national life.

Above all, it should be the home of the ballot box, which is the medium by which the individual participates in the common public life. Placing the ballot box in this community house will give added dignity and power to the act of voting and tend to make the voter an intelligent and conscientious member in the cooperative enterprise of conducting public affairs. It will do much to purge elections of the intrigues and schemes of selfishness and the baneful influences of the partisan spirit which have flourished so abundantly in our political fields. It will imbue the voter with a desire to place this public function on a high plane and to be controlled by an intelligent common sense in the solution of problems affecting the general welfare.

State Supt. Cary said:

With the authorizing of your school principal as civic secretary, and the installation of the ballot box in this building, you have definitely made arrangements for its use by all the citizens of this community. This building is not to be the meeting place merely of that part of the voting body which agrees to any particular opinion. You do not plan to organize a partisan association.

The organization that will assemble in this schoolhouse will not be made up of a section only of the people of this district. The bond that will unite you as you assemble here is the all-inclusive union of common responsibility, common opportunity, common desire to get at the truth, the free deliberative union of citizens with different beliefs and different points of view.

You are putting into practice President Wilson's formula of democracy, "Citizens going to school to one another in the common schoolhouse to understand and answer public questions, as hitherto only representatives of the people have gone to school to one another in the buildings provided for them." You are performing an action as a community which, when it becomes general throughout the country, will give to all processes of civic expression a temper and tone of calmness and mutual understanding and will make real democracy possible.

Miss Gale began her address upon the large significance of the event with these words: "Sauk City has to-day shown the whole State what to do."

#### PAGEANT TELLS COMMUNITY NEED.

Notable as were the addresses of interpretation, the pageant, witnessed and participated in by some five thousand guests, as well as the town's whole population, was the unforgettable feature of the celebration.

In the early part of the pageant the vital need of the community for a secretary and the appropriateness of the school principal's appointment to this office were vividly set forth, and the mayor asked the principal, "whom we have made the servant of the town in the training of the youth for future citizenship," if he would "accept service under the electorate as secretary of this community." The response of the principal closes with this statement:

But, Mr. Mayor and townsmen, here is a difficulty. My service is not owed to any one or few. My duty is to serve the membership of the town, the civic membership, as a whole. How is this membership realized? Where is it expressed? The uniting instrument of this civic membership is the ballot box. There focuses the responsibility by which you are united into one body. How shall you use me as your secretary; how shall you use the public-school house as the headquarters of citizenship when the voting instrument is not there?

"IN THE PUBLIC-SCHOOL HOUSE THE BALLOT BOX BELONGS."

To this problem the mayor gave the following answer:

Why should we not take the voting instrument to the common building of the community's best cooperation? Here, in this old town hall, the ballot box has been the associate of the jail, the suppression tool of human force, and of the fire engine, the suppression instrument of nature's force. Both are merely negative. They stand for the old prohibitive "Thou shalt not," that Government used to mean. But now we realize that government is a positive, a living, a constructive process of cooperation. For the housing of the supreme instrument of government, the fitting place is not where criminals are jailed and nature's force is merely feared and fought, but where the human spirit is released and nature's friendly powers are evoked. In the public-school house the ballot box belongs. By it is tested every year the intelligence of the citizenship. For the sake of the example to the future citizens, and for its own dignity as the symbol of our unity in one civic fellowship, we will carry the ark of our great covenant to the public-school house, the civic and social center of our community.



## **PART II.—THE PUBLIC-SCHOOL PRINCIPAL AS THE VOTING CLERK.**

"As a public-school principal, and officially nothing more, I found myself hampered in doing the work for which I was engaged," writes B. E. Billington, of Arena, Wis., a rural community of notable enterprise and leadership.

"Along with and above 'the three Rs'—that is, formal teaching—I realized that it was my paramount duty to lead the youth into that intelligent and active interest in public affairs which constitutes good citizenship. But, as school principal, I was given no first-hand opportunity to become acquainted with the community's actual problems or the method of their handling. Moreover, while I was looked upon with a kind of respect, there was an element of keep-your-distance suspicion in it, and in practical matters of immediate importance I was more or less frankly regarded as an outsider. It was as though I were engaged to serve as special guide into a region with which I was given no chance to become familiar, and were charged with the duty of inspiring enthusiasm for an association in which I myself was treated as a stranger."

### **METHODS OF SECURING VITAL CONTACT.**

"How was I to get into that living touch with the administration of public affairs which would give me the confidence of the community, of my pupils, and of myself as a man not only of civic ideals, but as one practically informed by steady and correcting contact with the actual processes of citizenship?

"I hesitated, I believe rightly, to thrust myself into active participation in civic affairs in the only way that seemed open to me as a private citizen, by identifying myself as a 'worker' with one or another of the parties or factions which divided the community on lines of opinion. To do that would have brought me into contact with a part of the civic membership, but it would have estranged me from the others, and my interest was not partisan.

### **SOLUTION OF THE PROBLEM.**

"A vacancy happened to occur in the office of town clerk immediately after election. and the town board asked me to accept the position.

"I saw upon investigation, as later I found by experience, that there was no conflict in the matter of time required by the duties of the clerk's office with that which my work as principal demanded,

and no possible incompatibility, inconsistency, or incongruity between the two offices. The modest salary attached to the clerk's office, though not the prime consideration, would mean a welcome increase of my income. And, while I did not fully appreciate the very positive value of the combination of these two offices, I did see with quick satisfaction that here was the way to secure the vital contact with adult citizenship expression, of which I had felt the need.

"I accepted the office of town clerk along with my office as school principal.

#### DEVELOPMENT OF ACQUAINTANCE, RESPECT, AND UNDERSTANDING BY CONTACT.

"My first experience was in administering oaths of office, a ceremony suggestive of the sacredness of public trust in democracy. Then began the meetings of the town board, wherein I met and soon came to know the representative men of the community.

"Each part of my work as clerk furnished its broadening and stimulating acquaintance. Most important of all, primary election and general election brought me face to face with the body of citizens, many of whom I otherwise might not have met, and who, to put it the other way, might otherwise never have met the man responsible for the teaching of their children.

"I grew to have a profound respect for the practical views that the men around me expressed. I found that many of them, though somewhat deficient in book learning, were rich in experience and common sense.

"The old keep-your-distance barrier was gone.

#### VALUABLE EFFECT ON SCHOOL WORK.

"The work with the adult citizens began at once to react on my work with the youth. Being interested myself, I began to try to develop intelligent interest on the part of my pupils in the actual problems of community life. Many morning exercises were spent in discussing the claims of candidates and the merits of issues in order that voting might be intelligent, and then, at each primary, general, and spring election, there was a duplicate practice election conducted by the students. This sort of work proved so vitalizing and interesting in its various phases that it came to give a content of reality to much of the work within the school.

#### INCREASE OF EFFICIENCY IN COMBINATION OF OFFICES.

"From what I know of the office of clerk, with its requirements of penmanship, system, and accuracy in the handling of figures,

retentive memory, and nonpartisan desire to be of service to the whole community, I consider that the average school principal is better qualified for this office than the usual candidate who has not the principal's training and viewpoint. But the increase of efficiency in the clerk's office is not the chief advantage of the combination of these two forms of community service. This lies in the steadying and invigorating influence that work as clerk has upon one's service as school principal. This is sufficient, in my estimation, to justify relieving him of some of the routine and detail school work which may be done by subordinates, where this may be necessary, in order to permit the principal's serving as clerk.

"I consider that my training and practice as principal made me a better town clerk. I am very positive that my work and experience as clerk made me a better principal."

#### OFFICE OF TOWN, VILLAGE, OR CITY CLERK LIKE THAT OF VOTING CLERK.

The reason for citing the experience of a principal appointed to serve his community as town clerk, instead of giving the experience of a principal appointed for service merely in connection with an election, by way of introduction to a discussion of the advantages of combining the office of voting clerk with that of public-school principal, is not that there are not school principals who have been appointed to serve at polling places. According to the latest report received by the community center bureau of the University of Wisconsin, the principals at Algoma, De Forest, Iron Belt, Lublin, Medford, Muscoda, Newburg, and Oostburg, Wis., have rendered this service during the past year. The reason for giving, instead, the experience of a man who has combined the office of town clerk with that of principal is that this office, like that of village or city clerk, is, in its unified and nonpartisan character, analogous to the office of voting clerk as this office is likely to be constituted when its potential character is appreciated.

#### VOTING CLERKSHIP THE ESTABLISHED NUCLEUS OF COMMUNITY SECRETARYSHIP.

The body of qualified voters in any precinct or district is the established primary community organization. The most significant thing about this unit neighborhood association is the fact that, as a rule, its members are not conscious of it as a real and vitally unified society. This is due, of course, to the fact that usually the only activity in which its members participate, as members, is in coming once or twice a year to the polls to vote. However, each neighborhood group of citizens, united by the bonds of responsibility and opportunity that focus at the ballot box, is not only

a real organization, since the voting register at each polling place is an actual membership list, but it is the fundamentally and supremely essential organization of our society, and it is only through membership in it that the individual may officially and directly participate in determining the affairs of the larger associations of city, county, State, and Nation, and through it alone that he may officially share in international control when adequate international organization has been achieved.

For the expression of membership by voting, community secretarial service has been required only intermittently and only by the services of tellers. But this secretarial service—voting clerkship—through which each citizen's partnership in the government is directly expressed, is the nucleus of community secretaryship, so far as this office has been generally established.

#### DISTRUST AND MUTUAL SUSPICION IN OFFICE AS HERETOFORE CONSTITUTED.

In the character of the office of voting clerk and the way that it has heretofore been filled, there seems to be perpetuated the immature, savage, and degrading conception, which we have outgrown in practically all our thinking and feeling, of the basic relationship of human beings as negative and antagonistic—a matter of rivalry and suspicion rather than of mutual good faith and desire to cooperate. The method of filling this office has been the appointment not of one reasonably trustworthy and responsible community official, but of several—in Wisconsin seven—persons, avowedly and supposedly representative, not of the community as a whole, but of the various extraconstitutional partisan factions into which the community happens to be divided. It is as though the theory were that the actual attitude of neighboring citizens is one of savage and shortsighted desire on the part of some of the members of the community to overcome, dominate, and prey upon the rest, or (which amounts to the same thing) of dumb and passive willingness to be led as sheeplike "rank and file" to the polls, to be counted in favor of this or that person or few whose ambition is to "win," to "rule," to "get the spoils."

The "check-and-balance" idea of mutual offsetting and division is embodied in the present constitution of the office of voting clerk—quite obviously in the wrong place. Whatever we may say of the value of this idea in its application to the secondary machinery of government—the municipal, State, and National subcommittees of the citizenship—there can be no possible justification for its application to the primary machinery of government—the committee-of-the-whole electorate, in whose interest its application to these subcommittees is supposedly perpetuated.

If the present constitution of the office of voting clerk were a consciously chosen arrangement (which it is not; it is rather a derangement permitted to exist because the feasibility of a rational adjustment has not been appreciated), it would indicate, as between individual neighbors, an attitude of fear and hate essentially the same as that which in international relations is expressed by armaments and war. To the attitude of individual citizens toward each other, which seems to be reflected in the present constitution of the office of voting clerk, the description of the present international attitude given by Nietzsche would apply—"reserving morality for ourselves and immorality for our neighbor; we proclaim him a hypocrite and cunning criminal." And here, as internationally, the effect is demoralizing. Nietzsche's notable declaration fits in this primary sphere no less than in the sphere of world adjustment: "Better to perish than to hate and fear, and twice as far better to perish than to make oneself hated and feared!"

The attempt to secure efficiency and fairness in elections through the embodiment of mutual suspicion in the office of voting clerk is to be rejected, not merely on ethical grounds, but also as a result of practical experience. It fails to secure honesty and fair dealing in precisely the same way that mutual armament fails to secure peace.

It is because this most potential office in our society has embodied, in the way that it has been constituted, the essentially corrosive and debasing idea of mutual suspicion, that its true character and supreme importance as the nucleus of community secretaryship—which is the prime ministry in a democracy—has not been recognized. As heretofore filled, this office has embodied, and to some extent evoked, in our "political" relations, an utterly brutal attitude of human beings toward each other. In this character it belonged with the idea of civic expression in voting as a contest, with which intelligence had nothing to do. It belonged with the use of the livery stable as the polling place.

#### CLERKSHIP FOR CITIZENS' VOTING.

For the voting of every representative association, every subcommittee of the citizenship, whether it be the village, town, or city council or commission, the State assembly, or the National Senate, teller service is rendered, not by five or seven or nine mutually suspicious and technically irresponsible faction representatives, but by one responsible clerk. It is only for the voting of the committee-of-the-whole citizenship that there is this strange disintegration of the clerical office into a derangement essentially embodying mutual antagonism and distrust.

Unless it is assumed that the primary association of citizens is morally and mentally lower than the secondary associations of representatives which are produced by it—that the creator is inferior to the creature—it would seem that the normal character of the office of voting clerk, for citizens as for representatives, is that in which the service is rendered by one responsible official, with others paid to be present only if their assistance is required by the volume of actual work to be done.

The infrequency of the citizens' voting is such that voting clerkship is not by itself a full-time occupation. Each member of the group which in every precinct or district has hitherto rendered this service has had some private business, trade, profession, or employment as his chief vocation. The possibility that this office may be redeemed from its present demoralization and made a position of fixed responsibility and reasonable trust depends upon finding in each neighborhood an established public office to which the responsibility for service as voting clerk may properly be added. The practical and ready answer to this problem is that which belongs with the use of the public schoolhouse as the polling place.

**RELATION BETWEEN REASONS FOR PRINCIPAL'S SERVING AS VOTING CLERK  
AND REASONS FOR USING SCHOOLHOUSE AS POLLING PLACE.**

If the public schoolhouse is used as the polling place, it is obvious that division of responsibility is likely to produce lack of coordination, if not friction, in matters of physical adjustment, janitor service supervision, etc., unless arrangements for the several uses of the one building are administered in one office. Indeed, the fact that accommodation has been made and friction avoided where school buildings have begun to be used for voting without this concentration of responsibility is indication of a fine spirit on the part of the principal, a willingness to suffer inconvenience and slight for the sake of community advantage. But to expect that school principals will continue indefinitely and universally to make this accommodation is to demand a self-effacement and good nature that would not be expected of any other officials.

A case in point occurs in one Wisconsin town. Two years ago, when it was decided to use the public schoolhouses for voting, the large basement room near the entrance of each building was designated for the purpose, since this room was at that time unoccupied. After the first election manual training was added to the school curriculum, and the equipment therefor was installed in this room that had been used for voting. When the time came to arrange for the next election it was seen that to use this room for voting would necessitate moving the heavy manual-training equipment, and at

the suggestion of the principals the superintendent proposed that the large room on the first floor, which served as kindergarten room during ordinary school days, be made the polling place. It was pointed out that this space was free from heavy equipment, was equally accessible from the street, or more so, and was a more handsome and worthy part of the building, and that if this were made the permanent voting place there would be a greater educational benefit to the school through the conduct of the election there. The recommendation of the superintendent was simply ignored by the election officials, and the demand was made that the basement room be cleared for registration, primary, and election. The school officials suffered both the affront and the inconvenience without one suggesting or agreeing to the suggestion that the voting should be done elsewhere than in the schoolhouse, the superintendent declaring that the economy, propriety, and educational benefit of having the schoolhouse used as the polling place were so great that even arbitrarily determined and unnecessary inconvenience ought to be and would be borne rather than have the voting process carried on elsewhere.

The argument for adding the office of voting clerk to that of public school principal does not rest on these merely negative considerations. There are positive and vital reasons for this combination. Indeed, in practically all particulars the advantages of making the public schoolhouse the voting headquarters are paralleled by as great or greater advantages in the appointment of the principal as the voting clerk.

#### ECONOMY IN APPOINTMENT OF PRINCIPAL AS VOTING CLERK.

Precisely as the most obvious reason for using the public schoolhouses instead of rented quarters or especially constructed booths as the polling places is the economy of this use, so the most patent advantage of the appointment of the principal as voting clerk is the radical reduction in the cost of elections which this measure accomplishes.

Hitherto in Wisconsin, and generally throughout the country, the number of persons employed to conduct elections has just about equaled the number of persons employed in the common schools as principals and teachers. The pay of each of the seven persons—three inspectors, two ballot clerks, and two voting clerks—employed at every polling place (where a voting machine is used the two ballot clerks are dispensed with, but a custodian of the machine is added) ranges from \$2 to \$12 a day, and three officials are employed on registration days and all on primary and election days. The

total pay roll of these officials in the State of Wisconsin, for example, is about \$140,000.

As voting-clerk service comes to be a regular and *ex officio* duty of the public-school principal, compensation for this work will come to be included as a part of the regular salary of the principal's office, and this whole expense as a separate account will be eliminated. Meanwhile, the appointment of one official in each precinct, with one or two assistants where these may be necessary, and with the payment on the present *per diem* basis, would mean a saving of more than half the present cost of elections, a net saving of more than \$100,000 in each two-election year in States of the size of Wisconsin.

#### FITNESS OF PRINCIPAL FOR THIS OFFICE.

As the public-school building is the most nobly significant edifice in the primary community and so is worthy to be used as the headquarters or capitol for the primary cooperation of government, so the person in charge of the training of youth for citizenship is presumably and, as a rule, actually the person best qualified to serve as voting clerk.

Of course there are weak and corruptible principals, as there are weak and dishonest persons in every sort of office, and the voting machine may well be used not only as a labor-saving device but for its value in reducing temptation, precisely as the cash register in a store or the fare box in a street car. Moreover, there is no reason why checkers, watchers, or challengers may not be authorized to serve as at present. The fact that human beings are not infallible, however, does not prevent the appointment of one man instead of seven to serve as clerk in the voting of representative assemblies; and certainly it may be said with fairness that the person who is not worthy to occupy this office under the adult citizens is not fit to be intrusted with the training of their children.

#### APPROPRIATENESS OF APPOINTMENT OF PRINCIPAL AS VOTING CLERK.

The only genuine community office now established in the average neighborhood is that of the public-school principal; and where there are any other public servants, policemen, or firemen their primary employment is not of such a character as to be compatible with the administration of the office of voting clerk. The breaking out of a fire or the committal of a crime of violence in the neighborhood would necessitate the withdrawal of the official from the polling place, if service as voting clerk were added to the office of fireman or policeman.

On the other hand, service as voting clerk is not only compatible with the present and established work of the public-school principal but is an appropriate addition to it. The fundamental appropriateness of the use of the education building as the voting headquarters is in the fact that the essence of citizenship in a democracy is a fellow studentship, in which the elections are examinations of the citizens' capacity for answering questions regarding the public welfare. For clerical service under the citizens in this essentially educational expression, the logical, natural, appropriate officer is the community administrator of education.

The fact that the principal of the public school is frequently a woman does not invalidate this statement. The question whether women are to be regarded as qualified voters is not the main question here. Voting clerkship is not an expression of citizenship, but a service to the citizenship. Moreover, women now serve as voting officials in many of the States. If a woman is not qualified because she is a woman for this service under the adult citizens, then certainly she is not qualified to train the youth for citizenship.

#### CONVENIENCE IN THE APPOINTMENT OF PRINCIPAL.

The public schoolhouses are conveniently distributed for use as polling places; so, for the principal, and for the voters in the use of his services, this work can be done by no one more conveniently than by the school principal. This is particularly and obviously true if the schoolhouse be used as the voting center. But this is true even where the schoolhouse is not the voting place. The heart of the aim of the school in its service to the children and youth is their civic training. On election day, in many communities, the children are taken from the schoolhouse to the polling place that they may see the voting operation. Where this supreme civic expression is, whether it be in the schoolhouse or elsewhere, there those who are in civic apprenticeship should find their school.

However, the chief convenience of the school principal's service as voting clerk is not in his work on election day, but in the fact that, with his appointment, there is the possibility of indefinitely increasing the number of registration days to suit the convenience of voters, and this with practically no increase of expense.

#### PERMANENCY OF OFFICE IN APPOINTMENT OF PRINCIPAL.

As the use of the schoolhouse for voting makes possible the permanent installation of the voting apparatus in the community capitol instead of having this symbol and instrument of civic expression

stored in an out-of-the-way place through most of the year, so the appointment of the school principal as voting clerk gives a permanency to this office that is in harmony with the continuance of the citizens' responsibility. It makes possible, as suggested above, increasing the opportunities for registration without increase of expense, for the principal is on duty almost every day. It makes more readily possible the holding of special elections and referenda, and it does away with the necessity of instructing election officers each time that the poll is to be taken.

#### EDUCATIONAL VALUE OF APPOINTMENT OF PRINCIPAL.

The statement of Supt. Greeson, of Grand Rapids, Mich., that, were it a matter of increased expenses instead of substantial economy to have the schoolhouses used for voting, it would still be the wise and right thing to do on account of its educational value to the school, might also be made regarding the appointment of the school principal as the voting clerk. As was said at the beginning of this section, the office of town, village, or city clerk, in its unified character, is analogous to the office of voting clerk, as this will be when given the character of single appointment which normally belongs to clerkship. The experience of a principal in serving also as town clerk is given there. In this connection it may be well to give the statements from experience of a principal who received appointment as village clerk and of another principal who for a number of years has served as city clerk.

After speaking of the feasibility of the principal serving as clerk and the value of his school training in rendering efficient service, Mr. Ellis N. Calef, who, as principal of the high school at Alma Center, Wis., was last year appointed to serve as village clerk, writes:

But the more important advantage, as I found it, from the combination of these two offices is the benefit that the community may derive from the practical aid to better work as a principal that comes from service as clerk. In the first place, it is a very real satisfaction to the principal to have the expression of the community's confidence which is given in this appointment. One's natural response to such an expression of confidence is an increased feeling of devotion to the community. The principal is thus vitalized in his power to inspire loyalty and interest in their own town on the part of the youth for whose training he is responsible. Moreover, his service as clerk affords him opportunity for acquaintance with the adults, whom he should know if he is understandingly to administer their children's instruction; and this work gives him an insight into the actual civic life of the community which no amount of book study could supply. Judging from my experience, it is my belief that the combination of the office of clerk under the adult citizens with that of principal over the children in their training is beneficial both to the school and to the community as a whole.

Mr. Bernard M. Mulvaney writes, from six years' experience as at once school principal and city clerk at Oconto, Wis.:

The wide experience gained through this clerical work was of assistance in handling my school work. I am and was associated with men of standing in business and the professions, and can say that the knowledge and experience gained here were as invaluable to me as if I had spent a year or two at the university.

Mr. Mulvaney speaks of the technical work of his office as clerk, closing with this statement:

I have been taught that there are other walks in life than those connected with teaching, and I have had contact with people that I could not have gotten as simply a teacher. I have been able to approach people better by my knowledge of both occupations. I have been a better clerk for being a principal, and I have been a better principal for being clerk.

P. S.—As I am writing, the editor of the local paper enters. I have just told him what I have written. He says that if more principals could work in like manner it would broaden and make more effective their school work.

#### SIMPLIFICATION OF ADMINISTRATION OF ELECTIONS BY APPOINTMENT OF PRINCIPAL AS VOTING CLERK.

As long as service as voting clerk is not made an ex officio duty of one established community officer the election provisions regarding this service will continue to be, as they are to-day, complex, difficult to understand, and susceptible of abuse. Precisely as there are citizens who fail to vote because they do not know the location of the polling place—where the schoolhouse has not yet come to be designated for this use—so it may safely be said that the average citizen does not know the regulations regarding voting-clerk service or the personnel of the election officials in his own precinct. The appointment in each district of the public official who is now responsible over the children to serve as voting clerk under the adult citizens would mean an immediate and most desirable simplification, obviously conducive to civic efficiency. Moreover, this appointment, generalized, implies the possibility of doing away with separate boards of election, the work of which then becomes a duty of the school officials—local, county, and State. These officials are usually as impartial and free from dishonesty or bias as any public officials are, and as competent. Thus the appointment of the principal to serve as voting clerk points a practical way to such “consolidation and elimination of unnecessary boards and commissions” as is being recognized as desirable in Wisconsin and throughout the country. It means the simplification of the whole machinery and administration of elections.



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## INTRODUCTORY NOTES.

The following are especially noteworthy books and pamphlets of the current month, the numbers in parentheses referring to the full entries in this record: Nearing, *The new education* (529); Klapper, *Teaching of English* (570); Carver, *Organization of a rural community* (582); Alderman, *School credit for home work* (615); Perry, *Discipline as a school problem* (618); Beard, *Woman's work in municipalities* (625); Cooley, *Vocational education in Europe* (640); Eaton and Stevens, *Commercial work and training for girls* (659); Redlich, *The case method in American law schools* (662); Schaeffer and Finley, *Should our educational system include activities whose special purpose is preparation for war?* (664); Kuo, *The Chinese system of public education* (669).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer; or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

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## PUBLICATIONS OF ASSOCIATIONS.

**513. California high school teachers' association.** *Proceedings of annual meeting . . . Held at Berkeley, Cal., June 29 to July 3, 1914.* 109 p. 8°. (E. E. Washburn, secretary, Oakland, Cal.)

Contains: 1. G. A. Merrill: *The province of the intermediate school, the province of the high school, and where to draw the line between them*, p. 9-16. 2. W. C. Wood: *The course of study in the intermediate school*, p. 17-33; *Discussion*, p. 33-37. 3. Mary S. Woolman: *Household arts and home life—the rural school problem*, p. 47-50. 4. H. O. Williams: *Vocational guidance*, p. 54-62. 5. H. B. Fairclough: *The practical bearing of high school Latin*, p. 74-84. 6. Elizabeth S. Madison: *The high school library*, p. 88-94.

514. **Louisiana school board association.** Proceedings. Tenth annual meeting of the Louisiana school board association and twenty-ninth annual conference of the Parish superintendents, held at Baton Rouge, La., January 25-26, 1915. Baton Rouge, Ramires-Jones print, 1915. 42 p. 8°.
- Contains: 1. C. J. Brown: Synopsis of talk on the school plant, p. 17-18. 2. J. W. Bateman: What industrial work should be done in schools of three, four, and five teachers, p. 19-23. 3. L. J. Alleman: Attendance—how to improve it, p. 29-34.
515. **Michigan schoolmasters' club.** Journal . . . forty-ninth meeting, held in Ann Arbor, April 1-3, 1914. Ann Arbor, Mich., Pub. by the Club. 132 p. 8°. (L. P. Jocelyn, secretary, Ann Arbor, Mich.)
- Contains: 1. C. O. Davis: The reconstructed high school, p. 3-8. 2. Augusta Meiser: How can we make the study of German more vital? p. 25-30. 3. Pauline Harris: Can thorough preparation result from modern educational tendencies? p. 30-35. 4. Agnes Hunt: Correlation of chemistry and domestic science in both high school and college instruction, p. 53-56. 5. W. S. Hall: Instruction regarding the sex life, p. 64-74. 6. R. W. Davis: Manual training from the manufacturers' viewpoint, p. 79-83. 7. E. C. Warriner: The function of manual training in the high school, p. 83-88. 8. C. S. Berry: Value of psychological tests in determining life vocation, p. 88-96.
516. **Modern language association of America.** Proceedings of the thirty-second annual meeting . . . New York, N. Y., and the twentieth annual meeting of the Central division of the Association, Minneapolis, Minn., December 29-31, 1914. Publications of the Modern language association of America, 30: i-lxxxix, March 1915.
- Contains: 1. F. E. Schelling: The American professor, p. liv-lxxiii. 2. Julius Goebel: The new problems of American scholarship, p. lxxiv-lxxxiv.
517. **Music teachers' national association.** Studies in musical education, history, and aesthetics. Ninth series. Papers and proceedings . . . at its thirty-sixth annual meeting, Pittsburgh, Pa., December 29-30, 1914. Hartford, Conn., The Association, 1915. 234 p. 8°. (J. L. Erb, secretary, Chicago, Ill.)
- Contains: 1. P. A. Scholes: Musical education in the British Isles, p. 30-40. 2. Will Earhart: High school orchestras as a stimulus to instrumental study, p. 148-56. 3. W. S. Pratt: The problems of standardization, p. 158-74.
518. **New York (State) University.** Proceedings of the fiftieth convocation, Albany, New York, October 22-23, 1914. The University of the State of New York, 1915. 207 p. 8°.
- Contains: 1. G. H. Palmer: Trades and professions, p. 13-26; Discussion, p. 29-43. 2. F. J. E. Woodbridge: The university and the public, p. 44-59. 3. Herbert Quick: The rural school, p. 61-74. 4. Robert Brodie: Improvement of rural schools, p. 79-89. 5. H. M. Biggs: Medical inspection, p. 93-99. 6. O. E. Hall: Consolidation of districts, p. 100-16. 7. C. W. Kent: Educational efficiency versus educational display, p. 117-42; Discussion, p. 142-54. 8. R. E. Thompson: What the school should do for the state, p. 185-205.
519. **Pennsylvania educational association. Directors' department.** Proceedings of the twentieth annual session at Harrisburg, February 4-5, 1915. Pennsylvania school journal, 63: 379-420, March 1915.
- Contains: 1. C. S. Foos: What's the matter with the public schools? p. 381-84; Discussion, p. 384-86. 2. H. A. Boyer: Administration of school affairs, p. 387-89. 3. Charles Albert: Our needs in rural education, p. 389-92. 4. M. G. Brumbaugh: [Duties of the school director] p. 392-93. 5. M. Virginia Black: [Teachers and the school directors] p. 394-96. 6. J. P. McCaskey: The school director in the school work, p. 397-403.
520. **Southeast Missouri teachers' association.** Thirty-ninth annual meeting . . . Proceedings and addresses, Cape Girardeau, Mo., October 29-31, 1914. 73 p. 8°. (A. C. Magill, secretary, Cape Girardeau, Mo.)
- Contains: 1. Eugene Davenport: The community and its school, p. 22-28. 2. W. P. Evans: Rural social centers, p. 28-33. 3. Clara E. Graham: Aesthetics in education, or, Child development along lines of the beautiful, p. 41-51. 4. W. L. Johns: The social life of the high school student, p. 51-56. 5. W. D. Grove: The rural school of to-morrow, p. 56-61. 6. Jean Caldwell: The teaching of reading in the sixth grade, p. 61-63.

521. **Wisconsin teachers' association.** Proceedings of the sixty-second annual session . . . held at Milwaukee, November 5-7, 1914. Madison, Wis., Democrat printing company, 1915. 300 p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. C. D. Kingsley: The purpose and scope of the work of the high school, p. 23-30. 2. C. G. Pearse: How can we make the school meet the needs of life, p. 30-38. 3. C. R. Van Hise: The training of teachers for the high schools by the university, p. 43-48. 4. G. L. Bowman: The training of teachers by county training schools, p. 61-65. 5. C. J. Brewer: Training teachers in high schools, p. 66-72. 6. Theodore Kronsage: Training teachers for the elementary grades p. 72-79; Discussion, p. 80-86. 7. D. N. Snedden: Organization of the state's instrumentalities for vocational training, p. 87-88. 8. Mary D. Bradford: Motives for professional interest and growth, p. 89-95. 9. L. D. Harvey: Handwork in the elementary school, p. 104-12. 10. M. V. O'Shea: Shall the sexes be taught separately? p. 118-23; Discussion, p. 124-27. 11. Nina C. Vandewalker: Kindergarten problems in Wisconsin, p. 136-44. 12. W. F. Roecker: An elementary course in general science; content and method, p. 164-77. 13. May Bumby: Relating the work of English in the grades to that in the high school through the medium of a supervisor, p. 196-208. 14. Elizabeth B. Kelly: Home economics in the rural school, p. 222-27. 15. F. M. Karnes: To what extent is it desirable to vocationalize manual arts in the public schools? p. 232-39. 16. W. O. Miesner: Modern pedagogy applied to music teaching, p. 248-59. 17. Lillian Watts: Music credits for high schools, p. 259-62. 18. G. A. Chamberlain: The value of competitive athletics for high school boys from the viewpoint of the educator, p. 264-73. 19. F. A. Kuhlman: The importance and methods of determining the mental age of subnormal children, p. 286-96.

### EDUCATIONAL HISTORY.

522. **De Montmorency, J. E. G.** English education in the eleventh and twelfth centuries. *Journal of education* (London) 47: 186-89, March 1, 1915. (Supplement.)

Interesting historical résumé. Says that the most important result of the entire movement and reaction between England and Europe was the grouping of scholars and teachers at Oxford in the days of Henry Beauclerc.

523. **Florian, Pierre.** Les méthodes expérimentales et la transformation des méthodes pédagogiques en Angleterre au dix-huitième siècle. *Éducation*, 6: 438-53, December 1914.

524. **Knight, Edgar Wallace.** The Peabody fund and its early operation in North Carolina. [Durham? N. C., 1915] 15 p. 8°.

Reprinted from the *South Atlantic quarterly* for April 1915, vol. XIV, no. 2.

525. **Shahan, Thomas J.** Fifty years of Catholic education. *Catholic world*, 101: 21-30, April 1915.

Says that the significance of the Catholic school "lies rather in its distinctive purpose, which is the combination of religious and moral training with intellectual culture."

### CURRENT EDUCATIONAL CONDITIONS.

526. [Directory of educational associations of Great Britain and Ireland.] *Journal of education* (London) 47: 179-86, March 1, 1915.

Gives membership total; yearly subscription; name of society's official organ; telegraphic address; date and place of next annual meeting; secretary's name and office address.

527. **Georgia.** Department of education. Educational survey of Clayton and Taliaferro counties, Georgia. By M. L. Duggan, rural school agent. [Atlanta?] 1915. 23 p. illus. 8°.

Numbers 2 and 3 in a series of educational surveys of the counties of Georgia.

528. **The moonlight schools.** The campaign against illiteracy. *Training school quarterly*, 1: 204-12, January-March 1915.

Contains accounts of moonlight schools in Kentucky and North Carolina.

529. **Nearing, Scott.** The new education; a review of progressive educational movements of the day. Chicago, New York, Row, Peterson & company [1915] 264 p. 12°.

"A record of the impressions made on a traveler by a number of school systems and schools."

530. **Norris, Walter B.** The educational developments of the navy. *Education*, 35: 503-10, April 1915.  
An interesting account of educational activities in the U. S. navy, which include for the year ending June 30, 1913, the direct instruction of 26,000 men. Trade schools have been carried on principally to supply skilled mechanics on shipboard, but they have also been the means in many cases of fitting men to earn good wages after they have served their enlistments and returned to civil life.
531. **Ogden, Utah.** Public school survey commission. Report. Pub. by the State department of education by permission of the Ogden city school board. [Salt Lake City? 1915] 42 p. 8°.  
Commission composed of W. S. Daffenbaugh, E. J. Ward, C. S. Meek, W. G. Roylance, and G. A. Eaton.
532. **Uruguay.** Dirección general de instrucción primaria. La instrucción pública primaria en la república oriental del Uruguay. Noticia escrita para la Exposición internacional de San Francisco de 1915. Montevideo, Talleres gráficos A Barreiro y Ramos, 1914. 83, 79 p. 52 pl. 8°.  
English version, 79 p. at end, has special title page.
533. **Virginia.** Department of public instruction. Illiteracy in Virginia. Some facts which cannot be overlooked. Prepared by E. R. Chesterman, secretary of the State board of education. Richmond, D. Bottom, superintendent public printing, 1914. 21 p. illus. 8°.  
"An effort to abolish illiteracy in Richmond, by Dr. J. A. C. Chandler": p. 16-21.
534. **Weld, Louis Dwight Harvell.** Social and economic survey of a community in the Red River valley. Minneapolis, University of Minnesota, 1915. 86 p. illus. 4°. (The University of Minnesota. Current problems, no. 4.)

### PEDAGOGICS AND DIDACTICS.

535. **Bowden, Witt.** Education for power and responsibility. *Educational review*, 49: 352-66, April 1915.  
Cooperation of school with home. Cultivation of independent individuality in students as the basis of a genuine democracy.
536. **Cellérier, L.** Deux mentalités, deux éducations. *Éducation*, 6: 407-15, December 1914.  
The author finds German mentality analytic and realistic; French mentality synthetic and idealistic. He considers that German pedagogy, during the last few decades, has confined itself more to the contemplation of the real—the psychological and physical nature of the child; while the attention of all pedagogical circles in France has been concentrated more and more upon the problem of moral education.
537. **Classen, Walther F.** Zucht und freiheit; ein wegweiser für die deutsche jugendpflege. München, C. H. Beck'sche verlagsh. O. Beck, 1914. xiii, 220 p. 12°.
538. **Courtis, S. A.** Objective standards as a means of controlling instruction and economizing time. *School and society*, 1: 433-36, March 27, 1915.  
Address delivered before the National society for the study of education, Cincinnati meeting, February 22, 1915.
539. **Duhem, Pierre.** Quelques réflexions sur la science allemande. *Révue des deux mondes*, 95: 657-86, February 1, 1915.  
Says that "French and German science are both remote from the ideal of a perfect science, but they recede from it in opposite directions, the one possessing to excess that with which the other is poorly provided; there, in German science, the geometric spirit reduces the spirit of finesse almost to the extent of suffocating it; here, in French science, the spirit of finesse overpasses too readily the geometric spirit."
540. **Farrand, Wilson.** The public school and the college. *School and society*, 1: 505-10, April 10, 1915.  
The writer says that the public school and the college have different aims, problems, and ideals. He gives the problems of each and says that neither should act independently, or endeavor blindly to force the other. The college must study the purposes and limitations of the public school and the school must recognize the ideals and the problems of the college.

541. **Fischer, Aloys.** Die neue jugendbewegung. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 16: 22-37, 74-84, January, February-March 1915.  
Of Edwin G. Cooley's article "Welfare of working youth in Germany" (item 642) on the new "jugendpflege." Professor Fischer, on the other hand, presents an analysis of the "jugendbewegung," a "pædo-centric" movement tending toward the creation of an autonomous "jugendkultur," proclaimed by Gustav Adolf Wynecan. Professor Fischer's pedagogical ideals approximate those expressed by John Dewey in the New republic, 2: 282-84, April 17, 1915.
542. **Hendy, J. B.** The *quid pro quo* in education. Journal of education (London) 47: 153-55, March 1, 1915.  
An estimate of the results of education in England.
543. **Manny, Frank A.** Initiative in education. Education, 35: 489-91, April 1915.  
A pupil can not be said to be trained for initiative until "he is able to take responsibility alone or with others (1) for the materials involved, (2) for the methods called for, and (3) for the results that ensue." Methods in France and America contrasted.
544. **Marrinan, J. J.** The education of youth for democracy. Educational review, 49: 379-90, April 1915.  
Concedes that elementary education should be essentially individualistic. Says: "The irrepressible egotism of the pre-adolescent child is no mere caprice of nature." Modern education of youth demands as a result economic independence, spiritual strength, and altruism.
545. **Reinke, H.** Der deutsche jughelferbund. Lyzeum, 2: 20-30, October 1914.  
An account of the origin, goal, procedure, and significance of the German analogue of Barnardo's "Young helpers' league," in direct imitation of which the German organisation was formed.
546. **Sibley, C. Lintern.** Britain's intellectual empire. Canadian magazine, 44: 480-86, April 1915.  
Achievements in science and philosophy accomplished by Englishmen.
547. Some opinions on German culture and education. Modern language teaching, 11: 52-53, March 1915.  
Contrasts English and German methods—the English being individualists; the Germans, collectivists.
548. **Winahip, A. E.** Standardization—wise and otherwise. Journal of education, 81: 311-15, March 25, 1915.  
Address before the Department of superintendence, National education association.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

549. **Baldwin, Bird T.** The application of the Courtis tests in arithmetic to college students. School and society, 1: 569-76, April 17, 1915.
550. **Freeman, Frank N.** An analytical scale for judging handwriting. Elementary school journal, 15: 432-41, April 1915.  
Criticises the Thorndike and Ayres scales because of lack of uniformity in the results which are obtained from their use. Describes an analytical scale.
551. **Ioteyko, I.** La facultad internacional de paidología de Bruselas. Monitor de la educación común, 52: 68-77, January 1915.  
Discusses the place of pedology among the sciences and its value for education. The International faculty of pedology was instituted upon demand of the First International congress of pedology, at Brussels in 1911.
552. **Kirchner, Ferdinand.** Wahrscheinlichkeitsrechnung und konferenzbeschlüsse. Lyzeum, 2: 126-36, December 1914.  
A study concerning the objectivity of judgments upon pupils' conduct and attainments arrived at in faculty meetings. What is the influence of the following factors: Sex of the teacher, sex of the pupil, the subjects taught by the teacher? What is the mathematical probability of reaching an objective judgment?
553. **Pyle, W. H.** A psychological study of bright and dull pupils. Journal of educational psychology, 6: 151-56, March 1915.  
"A study of high school children by means of tests of logical memory, rote memory, word building, association test, and completion tests. The use of such tests may be of great help to teachers and principals in determining the mental ability of pupils."

554. **Starch, Daniel.** The measurement of efficiency in spelling, and the overlapping of grades in combined measurements of reading, writing, and spelling, *Journal of educational psychology*, 6: 167-86, March 1915.

"The author derives a method of measuring spelling ability, and presents the result of testing 1,814 pupils in five schools. On the basis of these results he presents norms of spelling ability for each grade."

555. **Wallin, J. E. Wallace.** The Binet-Simon tests in relation to the factors of experience and maturity. *Psychological clinic*, 8: 266-71, February 15, 1915.

556. **Witmer, Lightner.** Clinical records. *Psychological clinic*, 9: 1-17, March 15, 1915.

The records of 40 children, who had been brought to the Psychological clinic of the University of Pennsylvania, were analyzed to find out what information the records gave under each of three separate heads: General examination, Physical examination, and Mental tests.

557. **Yerkes, Robert M. and Anderson, Helen M.** The importance of social status as indicated by the results of the point-scale method of measuring mental capacity. *Journal of educational psychology*, 6: 137-50, March 1915.

"The authors find that differences in social status correlate with differences in mental capacity, and that the latter differences may amount to as much as 30 per cent. They emphasize the necessity of different norms for different social groups."

### SPECIAL METHODS OF INSTRUCTION.

558. **Gerrish, Carolyn M.** The relation of moving pictures to English composition. *English journal*, 4: 226-30, April 1915.

A paper read before the New England association of teachers of English, December 5, 1914

"Moving pictures offer great opportunities: (1) as the source of material for the content of composition; (2) as a means of practice in the application of the principles and theories of composition; (3) as a medium for the mental training on which success in English composition depends."

559. **Hamilton, Maud.** An experiment in historical dramatization. *School review*, 23: 253-56, April 1915.

Work at the Wisconsin high school of the University of Wisconsin. Basis of the play was Bacon's Rebellion. Pronounces such dramatization as exceedingly beneficial for a seventh- or eighth-grade class. Gives skeleton of acts and characters of the play, which was called "A rebel of olde Virginia."

560. **Newton, Peter.** The toy theatre: a children's playhouse where fairy tales come true. *Craftsman*, 28: 36-41, April 1915.

An illustrated article on the new playhouse for children, to be built in New York city. Designed to provide dramatic entertainment for children, with their ideals and aspirations and their point of view in mind.

### SPECIAL SUBJECTS OF CURRICULUM.

561. **Allen, James T.** The first year of Greek. *Classical journal*, 10: 262-66, March 1915.

Outlines briefly a course for beginners in Greek. Advocates the benefits of memorizing passages from the Greek writers.

562. **Axtell, Ulysses F.** The teaching of literature. *School bulletin*, 41: 155-57, April 1915.

To be continued.

Gives an outline to assist the teacher to analyze a literary selection by way of preparing to teach.

563. **Chadwick, B. D.** Vitalizing the history work. *History teacher's magazine*, 6: 112-19, April 1915.

Tells of the vitalizing of history work in the Emerson school, Gary, Indiana, by history games, the student council, etc. Gives the equipment of the history laboratory.

564. **Crawford, Mary.** The laboratory equipment of the teacher of English. *English journal*, 4: 145-51, March 1915.

Gives suggestions regarding the following aids for teaching English: Maps, plans, and charts; Reference books and pedagogical helps; Lantern slides, Stereograph; Prints and postcards; Pictures and busts; and the Phonograph.

565. **Gaston, Charles B.** The notebook as an aid to efficiency in English classes. *English journal*, 4: 215-25, April 1915.  
Discusses the subject under the following headings: Form of notebooks; Contents of notebooks; Inspection of notebooks; and Publication of notebooks.
566. **Harris, Henry J.** The occupation of musician in the United States. *Musical quarterly*, 1: 299-311, April 1915.  
Gives statistics taken from the Census report of 1910, showing the number of teachers of music in the United States, their sex, age, nativity, etc.
567. **Houston, G. David.** Formal English grammar; its uses and abuses. *Education*, 35: 477-88, April 1915.  
Writer says that "the gravest abuse, perhaps, of formal English grammar is the attempt to teach the subject without the assistance of the pupil's own composition." Deprecates the mere acquisition of grammar, even with stereotyped examples appended. It must be studied in and through the formation of sentences composed by the pupil himself. Thinks that oral composition is of much greater importance than written composition, because an individual "talks much more often than he writes."
568. **Kelsey, Francis W.** The twentieth Michigan classical conference. *School review*, 23: 249-52, April 1915.
569. **Keyser, Cassius J.** Graduate mathematical instruction for graduate students not intending to become mathematicians. *Science*, 41: 443-55, March 26, 1915.  
In discussing the subject of calculus, the author says that it is now practicable to provide "a large and diversified body of genuinely graduate mathematical instruction for which the calculus is strictly not prerequisite."
570. **Klapper, Paul.** The teaching of English; teaching the art and the science of language. New York, D. Appleton and company, 1915. xii, 263 p. 12°.
571. **Lewis, G. W.** Modern methods of teaching primary reading. *Education*, 35: 516-21, April 1915.  
Advocates the use of the phonic method. Enumerates the different methods (the Key, Bacon, Pollard, Ward, Gordon, and Lewis methods), and shows their possibilities. Says that the Lewis or Story method has achieved marvelous results.
572. **Lodge, Gonzalez.** Oral Latin and its relation to the direct method. *Teachers college record*, 16: 18-28, March 1915.
573. **Newhall, Charles W.** "Recreations" in secondary mathematics. *School science and mathematics*, 15: 277-93, April 1915.  
Bibliography: p. 291-93.  
The subject is discussed under the following headings: The pedagogic value of recreations, History, Methods of using recreations, Definition of a mathematical recreation, Possible material, Recreations with numbers, Recreations in elementary algebra, Recreations in geometry, Conclusion.
574. **Opdycke, John B.** Editing to kill. *School review*, 23: 225-35, April 1915.  
Says that classics for high schools need to be delivered from pedantry.
575. **Phipps, C. F.** Practical lessons in electricity for the sixth and seventh grades. *Elementary school journal*, 15: 407-20, April 1915.  
Typical studies in electricity. A series of problem: which the pupils are led to solve, mainly by individual experimentation. Apparatus of the simple home-made type.
576. **Pohl, Frederick J.** English literature for sophomores. *English journal*, 4: 160-72, March 1915.  
A paper read before the college section of the National council of teachers of English in Chicago, November 27, 1914.
577. **Sage, Evan T.** Latin in the freshman and sophomore years in college. *Classical journal*, 10: 252-61, March 1915.  
Data showing the maximum of Latin that students will take or purely cultural purposes. Statistics collected from "a fair number of colleges from all parts of the country."
578. **Snedden, David.** Principles of aim, organization, and method in general science teaching. *School and society*, 1: 436-41, March 27, 1915.  
Presented before the Science teachers' club, Teachers college, February 20, 1915.  
General science for pupils from 12 to 16 years of age, in grades 7 to 10 inclusive.

579. **Trafton, Gilbert H. and Reynolds, Helen M.** Aims, methods, and course of study in nature-study in the elementary school of the Mankato, Minnesota, State normal school. Nature-study review, 11: 95-169, March 1915.  
A full, detailed course on nature-study, outlining the work through all the grades as well as the advanced work.
580. **Turner, Nellie E.** Teaching to read. New York, Cincinnati [etc.] American book company [1915] viii, 520 p. 12°.  
Presents a definite method of procedure for reading work above the primary grades.
581. **Van Tuyl, George H.** Business arithmetic versus algebra in the high school. Mathematics teacher, 7: 101-13, March 1915.  
Discussion by W. S. Schlauch, p. 114-17.  
The writer suggests that business arithmetic be made a required subject throughout the first year of the high school and that the study of algebra should begin in the second year of the course.

### RURAL EDUCATION.

582. **Carver, Thomas Nixon.** The organization of a rural community. Washington, Government printing office, 1915. 58 p. 8°.  
From Yearbook of Department of agriculture for 1914.  
"Suggested readings for the various committees": p. 53-58.
583. **United States. Department of agriculture.** Educational needs of farm women . . . Washington, Government printing office, 1915. 88 p. 8°.  
(U. S. Department of agriculture. Office of the Secretary. Report No. 105.)  
Extracts from letters received from farm women in response to an inquiry "How the U. S. Department of agriculture can better meet the needs of farm housewives," with special reference to the provision of instruction and practical demonstrations in home economics under the act of May 8, 1914.

### SECONDARY EDUCATION.

584. **Bardwell, Darwin L.** Phases of the work of a modern high school. Educational review, 49: 367-78, April 1915.  
Describes experiments in student self-government, and sums up results; changes in curriculum; high school libraries; clubs and societies, etc.
585. **Heck, W. H.** The mission of universities and colleges in stimulating the development of an esprit de corps among high school students. School and society, 1: 541-46, April 17, 1915.
586. **Johnson, T. Edward.** Elimination in the high school. American schoolmaster, 8: 121-25, March 1915.  
Gives the causes of elimination in the high school, and says that better grade preparation is necessary, more individual attention is demanded, and the reorganization of our secondary schools in accordance with the "six and six" plan must be effected.
587. **Mitchell, H. Edwin.** Time-articulation between high school and college. School review, 23: 217-24, April 1915.  
Presentation of facts concerning 1,400 graduates of secondary schools of the year 1908 who have since entered four higher state schools in Iowa and Kansas. Deductions drawn from study, with statistical data.
588. **Russell, William F.** Economy in secondary education through an adaptation of the cycle system. High school quarterly, 3: 180-88, April 1915.  
Suggests that the cycle system used in Germany and France be adapted to our conditions to meet the needs of the 80 per cent of our secondary pupils who drop out of school.

### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

589. **Society of college teachers of education.** Minutes of the meeting of February 23, 1915, Cincinnati, Ohio. School review, 23: 257-61, April 1915.
590. **Carrington, W. T.** The study of education in a normal school. School and society, 1: 477-81, April 3, 1915.  
Discussed under the following headings: A standard normal school; Work differentiated to meet local needs; The necessary equipment; Definition of normal school; Studies in education; and College academic.

591. **Fahey, Sara H.** The moral aspects of adding to the work of teachers. *American teacher*, 4: 50-53, April 1915.  
 "Part of report of the Committee on school organization and management at a meeting of the Teachers' league of New York city, December 19, 1914."  
 A protest against the proposed plan for compulsory, unpaid service of teachers in the vacation schools of New York city.
592. **Helm, M. C.** The teacher's cottage. *South Dakota educator*, 28: 16-18, April 1915.
593. **Kendall, Calvin N.** The training of teachers in service. *School and society*, 1: 510-15, April 10, 1915.  
 Address by the Commissioner of education of the state of New Jersey before the Department of superintendence, National education association, at Cincinnati, February 24, 1915.  
 Also in *School and home education*, 34: 294-99, April 1915.
594. **Pennybacker, Mrs. Percy V.** The need of teachers' homes. *Ladies' home journal*, 32: 25, February 1915.  
 Followed on same page by "The school manse in reality," by Mrs. Mary I. Wood, describing progress made in its establishment in several states.
595. **Seerley, Homer H.** The study of education in the normal school and the university. The normal school point of view. *American school*, 1: 72-73, March 1915.  
 Read before the educational council, National education association, at Cincinnati, February 23, 1915.  
 "The advantages of studying education and getting training for teaching in a state normal school, set forth by the president of a great western normal school."
596. **Yocum, A. Duncan.** The compelling of efficiency through teacher training. *School and society*, 1: 469-77, April 3, 1915.  
 The writer says that "In the higher training of teachers the one thing fundamentally essential to efficiency is that throughout the college course academic and professional training shall parallel each other, and be wholly committed to teachers" to whom education means the development of definite forms of efficiency.

### HIGHER EDUCATION.

597. **Land grant college engineering association.** Proceedings of the third annual meeting . . . held at Washington, D. C., November 10-13, 1914. East Lansing, Mich. [1915?] 170 p. 8°. (G. W. Bissell, secretary, Lansing, Mich.)  
 Contains: 1. Anson Marston: The ideals of mechanic arts at the land grant colleges, p. 9-14. 2. C. H. Benjamin: The functions of a university, p. 14-19; Discussion, p. 19-33. 3. P. P. Claxton: Cooperative extension work between the engineering and agricultural departments of the land grant colleges, p. 34-38. 4. J. A. Moyer: Organisation for engineering extension work, p. 70-76. 5. E. G. Smith: Methods of instruction in engineering extension, p. 82-87. 6. C. S. Nichols: Engineering experiment stations and engineering experimentation work, p. 100-18. 7. Report of the executive committee on the definition of "mechanic arts," p. 133-36. 8. J. P. Jackson: Present situation of land grant colleges, p. 163-65.
598. **National association of state universities in the United States of America.** Transactions and proceedings . . . nineteenth annual meeting, Washington, D. C., November 9-10, 1914. Burlington, Vt., Free press printing company [1915] 330 p. 8°. (Guy P. Benton, secretary, Burlington, Vt.)  
 Contains: 1. T. F. Kane: The National association of state universities, p. 26-47. 2. W. L. Bryan: Share of faculty in administration and government, p. 92-97; Discussion, p. 98-110. 3. H. B. Hutchins: The president's office. Center of university organization and activity, p. 116-29. 4. W. O. Thompson: University finances. Improvement in business administration, p. 138-55; Discussion, p. 155-58. 5. T. H. Macbride: Duplication in separate agricultural colleges and state universities, p. 163-82; Discussion, p. 182-85. 6. P. P. Claxton: College surveys, p. 186-206. 7. Brown Ayres: Educational surveys, p. 207-12; Discussion, p. 212-24. 8. E. B. Craighhead: State control of all higher education, p. 227-35. 9. G. H. Denny: The place and function of a department, college, or school of commerce in the university system, p. 244-56; Discussion, p. 256-61. 10. A. R. Hill: Special provision for women students in state universities, p. 262-72. 11. G. E. Vincent: Special provision for freshmen in state universities, p. 272-84. 12. C. F. Strong: University press and publicity, p. 285-301. 13. C. W. Dabney: The municipal university, p. 302-18.

599. **Brown, Elmer Ellsworth.** Collegiate education as a national problem. *School and society*, 1: 397-400, March 20, 1915.  
The writer says that "our main reliance for a comprehensive national program for our higher education must be the faculties of our colleges and universities. We certainly need such a national program, less fragmentary, more organic, more free from internal competition and contradiction, than that which we now have. It seems fair that we should look to the teaching bodies of our higher institutions of learning for the gradual working out of the main lines of such a program." Speaks of making each college faculty a class in pedagogy, and suggests certain topics that might enter into the first year of the course.
600. **Butler, Nicholas Murray.** Concerning some matters academic. *Educational review*, 49: 391-99, April 1915.  
Says that students in American universities are in far too many instances overtaught and over-lectured. Duties and responsibilities of the university president.
601. **Cheyney, E. G.** College spirit and student control. *School and society*, 1: 552-56, April 17, 1915.  
Defining college spirit as loyalty born of reverence, the author aims to show how this spirit may properly be fostered.
602. **Dabney, Charles William.** The municipal university. [Burlington, Vt., Free press printing company, 1915] 19 p. 8°.  
Reprinted from the *Proceedings of the National association of state universities*, vol. 12, 1914, p. 302-18.
603. **Fess, S. D.** National university of the United States. *Journal of education*, 81: 342-44, April 1, 1915.  
Favorable report of the House Committee on education on a National university.
604. **Lillie, Ralph S.** The universities and investigation. *Science*, n. s. 41: 553-66, April 16, 1915.  
Says that the essential requirements of all original work are opportunity, freedom from needless distraction, and the necessary leisure. A plea for individuality and scholarship.
605. **Marcy, Leslie H.** The People's college. *International socialist review*, 15: 612-13, April 1915.  
Work of the People's college at Fort Scott, Kansas.
606. **Pritchett, Henry S.** Should the Carnegie foundation be suppressed? *North American review*, 201: 554-66, April 1915.  
Also reprinted in pamphlet form.  
Considers some criticisms made against the Foundation, in the light of its purpose.

### SCHOOL ADMINISTRATION.

607. **Bourne, Randolph S.** Communities for children. *New republic*, 2: 233-34, April 3, 1915.  
Describes the vocational work at Gary, Ind. Additional articles in the series by Mr. Bourne on the Gary schools appear in the *New republic*, 2: 259-61, 302-3, 326-28, April 10, 24, May 1, 1915.
608. ———. Schools in Gary. *New republic*, 2: 198-99, March 27, 1915.  
Says that the schools of Gary, Ind., are built up "outside the influence of the professors of education, the teachers' colleges, and the normal schools of the land."
609. **Chancellor, William E.** The selection of county school superintendents. *School and society*, 1: 444-50, March 27, 1915.  
Paper read at the meeting of the Department of superintendence, National education association, Cincinnati, February 25, 1915.
610. **Davenport, F. I.** Reconstructing boards of education. *New republic*, 2: 229-30, April 3, 1915.  
Describes conditions in New York city, with comments on the school boards of other cities in the United States.
611. **Dewey, John.** State or city control of schools? *New republic*, 2: 178-79, March 20, 1915.  
Conditions in New York. Says: "The fact is, I think, that we have no experience which will enable us to decide conclusively in behalf of either state or local control." Concludes, however, that city boards of education are an anomaly at present.

612. **The Gary school system.** School bulletin, 41: 133-36, March 1915.  
Report of a committee appointed by Board of education of Syracuse, N. Y., to inspect and study the schools of Gary, Ind. Also published in pamphlet form by the Board.
613. **Holton, Edwin L.** Educational re-organization. American school, 1: 77-78, March 1915.  
"The two great steps needed to bring needed improvement to the public schools are, to recast the course of study in the light of present day needs, and to banish politics from the appointment of school officials."
614. **Winship, A. E.** Text-books—educational, commercial, and political. Journal of education, 81: 285-88, March 18, 1915.  
Address before the Department of superintendence, National education association.

### SCHOOL MANAGEMENT.

615. **Alderman, Lewis B.** School credit for home work. Boston, New York [etc.] Houghton Mifflin company [1915] 181 p. illus. 12°.  
Based upon investigations made in the schools of Boise, Idaho, 1911 and 1914. Advocates the use of an individual standard for promoting pupils, rather than a uniform standard for an entire grade.
617. **Miller, H. L.** Report on the sixty-minute class period in the Wisconsin high school. School review, 23: 244-48, April 1915.  
Says that the plan increases materially the net teaching time. It simplifies the problem of program-making. Gives comments by teachers in the school.
618. **Perry, Arthur C., jr.** Discipline as a school problem. Boston, New York [etc.] Houghton Mifflin company [1915] xii, 273 p. 12°. (Riverside text-books in education, ed. by E. P. Cubberley)  
Offers a method for the diagnosis and treatment of school disciplinary problems, similar to that used by a physician in outlining a plan of treatment for a patient.

### SCHOOL ARCHITECTURE.

619. **Challman, S. A.** Some common problems in schoolhouse construction. American school board journal, 50: 11-12, April 1915.

### SCHOOL HYGIENE AND SANITATION.

620. **Finegan, Thomas E.** The Department of education and the vaccination law. Albany, The University of the state of New York, 1915. p. [34]-52. 8°.  
An address delivered before the Conference of health officers of New York state at Saratoga, September 15, 1914. Reprinted from its Proceedings.
621. **McCord, Clinton P.** The scope of school medical inspection. American education, 18: 460-67, April 1915.  
To be continued.  
Read in part before the New York state district superintendents' association meeting in Buffalo, November 1914.  
The scope of school medical inspection with special reference to New York state under a mandatory law.

### PHYSICAL TRAINING.

622. **Public school physical training society.** Annual report of convention held at St. Louis, Mo., April 3, 1914. Reprinted from the American physical education review, October 1914. 27 p. 8°.  
Contains: 1. Ethel Perrin: Methods of interesting school children in good postural habits, p. 1-4. 2. A. A. Knoch: How does physical training aid the school in training its pupils for efficient citizenship? Skill and endurance as developed by physical training, p. 5- . 3. C. F. Weege: Deliberation, reflection, determination, perseverance, and self-control as ends of physical training, p. 10-17. 4. Millicent Hosmer: The development of morality through physical education, p. 18-25.

623. **Society of directors of physical education in colleges.** Report of the annual meeting . . . Chicago, Ill., December 30, 1914. American physical education review, 20: 113-67, March 1915.

Contains: 1. C. L. Brewer: Intercollegiate athletics as part of the work of physical training in colleges of the Southwest, p. 121-24. 2. J. A. Babbitt: Progressive correlation in gymnasium work, p. 125-34. 3. D. A. Sargent: Is war a biological necessity? p. 135-42. 4. P. C. Phillips: Relation of athletic sports to international peace, p. 143-47. 5. W. S. Middleton: The effect of athletic training on the heart, p. 148-63.

624. **Morse, John Lovett.** Athletics in the schools. Harvard graduates' magazine, 23: 369-74, March 1915.

The writer thinks that athletics for boys should be more carefully supervised.

### SOCIAL ASPECTS OF EDUCATION.

625. **Beard, Mary Bitter.** Woman's work in municipalities. New York and London, D. Appleton and company, 1915. xi, 344 p. 12°. (National municipal league series.)

Chapter 1, Education, p. 1-44.

626. **Bohn, Frank.** The Socialist party and the public schools. International socialist review, 15: 614-15, April 1915.

Social service work and education related to life discussed.

627. **Hahn, H. H.** Social demands upon elementary education. Middle-west school review, 7: 10-12, March 1915.

The writer says that society makes at least three important demands upon the elementary school curriculum, first, the demand that the subject-matter shall have abundant social value now, second, that its subject-matter shall be representative of all the great social interests, and, third, that the amount of material selected from each social interest shall be the minimum.

### CHILD WELFARE.

628. **American association for study and prevention of infant mortality.** Transactions of the fifth annual meeting, Boston, Mass., November 12-14, 1914. Baltimore, Press of Franklin printing company, 1915. 391 p. 8°.

Contains: 1. Helen C. Putnam: Continuation schools and their basis in the elementary grades, p. 235-38. 2. David Snedden: Some possibilities of public schools in reducing infant mortality, p. 239-42; Discussion, p. 242-53.

629. **Kelley, Florence.** Children in the cities. National municipal review, 4: 197-203, April 1915.

Discusses the municipal care of children.

630. **Schoff, Mrs. Frederic.** Guiding the boy in his 'teens. Good housekeeping magazine, 60: 369-75, April 1915.

Discusses the necessity of proper home instruction. Illustrated.

### RELIGIOUS EDUCATION.

631. **Collins, Joseph V.** The chief aim of education. Education, 35: 522-28, April 1915.

Discusses religious education and the public schools. Makes a plea for a tolerant and consistent introduction of religious instruction in the common schools, nonsectarian in character.

632. **Cross, Ethan Allen.** Bible study in state colleges and high schools: a way out. American journal of sociology, 20: 700-5, March 1915.

The Greeley, Colo., plan.

633. **Dix, G. H.** Child study, with special application to the teaching of religion. London, New York [etc.] Longmans, Green and co., 1915. 134 p. 12°.

634. **Frayser, Nannie Lee.** The Sunday school and citizenship. Cincinnati, The Standard publishing company [1915] 99 p. 12°.

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635. **Swetland, Roger W.** Denominational academies. Educational foundations, 26: 460-66, April 1915.

A discussion of the academy movement. The writer says that the demand for such schools in earlier times was on intellectual grounds, while the demand to-day is on social, moral, and religious grounds.

636. Training religious leaders in the Disciples churches. Religious education, 10: 135-58, April 1915.

From the report of the Religious education commission of the Disciples of Christ, presented at the recent convention in Atlanta.

637. **Wood, Irving Francis.** The survey of progress in religious and moral education. Religious education, 10: 114-23, April 1915.

### MANUAL AND VOCATIONAL TRAINING.

638. **Commercial club of Chicago.** Vocational schools for Illinois. [Chicago, 1915]. 66 p. 8°.

CONTENTS.—Principles and plan of a proposed law.—Wisconsin's experience.—This movement is democratic.—Comparison of Commercial club's bill with that of the state teachers' association.—Draft of bill.

639. **Commonwealth club of California.** Vocational education. San Francisco, Cal., 1914. p. [617]-670. 8°. (*Its Transactions*. Vol. 9, no. 12, November 1914)

Contains proceedings of a meeting under the auspices of the Club's Committee on education, of which Archibald B. Anderson, of the San Francisco state normal school, is chairman.

640. **Cooley, Edwin G.** Vocational education in Europe. Report to the Commercial club of Chicago. Vol. 2. Chicago, The Commercial club of Chicago, 1915. 177 p. illus. 8°.

This volume describes observations and experiences in European vocational schools during the winter of 1913-14. Ireland, England, Holland, Denmark, Sweden, Norway, and Germany were visited, and agricultural instruction was especially studied.

641. ———. Vocational school control in Germany. Industrial-arts magazine, 3: 190-91, April 1915.

A reply to Dr. Roman's article in March 1915 issue of same periodical (item 632 of this record).

642. ———. Welfare of working youth in Germany. Educational review, 49: 337-51, April 1915.

Welfare work in connection with the vocational schools. Statistics giving results of such work in 1910. Activity of the state in directing continuation schools and preparing teachers.

643. **Dewey, John.** Splitting up the school system. New republic, 2:283-84, April 17, 1915.

Professor Dewey here voices his opposition to separate vocational schools.

644. **Duley, W. J.** Continuation schools and the training of engineers. School world, 17: 83-86, March 1915.

Suggestions concerning education of engineers in England. Discusses apprenticeship, etc.

645. **Griffith, Ira S., ed.** Two units of manual training for high schools. Manual training and vocational education, 16: 480-92, April 1915.

Contains helpful material for teachers and supervisors who have to do with organizing the detail of shop courses and planning equipments.

646. **Moore, E. C.** The dual system of vocational education. Illinois teacher, 3: 5-9, March 1915.

"Some quotations from the literature advocating a separate system for vocational education."

647. **Prosser, C. A.** The evolution of the training of the worker in industry. Educational monthly, 1: 36-46, April 1915.

648. ———. The place of art in industry. Industrial-arts magazine, 3:155-58, April 1915.

Abstract of an address before the Eastern art and manual training association, April, 1914.

The writer says that "all children should have an opportunity while they are going thru the schools . . . to have their sense of appreciation of the things that are right and good and true and beautiful developed so that they may be intelligent consumers of the goods of life, so that they may learn to use aright the best things and to enjoy both their work and their leisure."

649. **Shields, Thomas Edward.** Vocational education. *Catholic educational review*, 9: 289-303, April 1915.  
Survey of the field.  
Discusses the report of the Commission on national aid to vocational education, and the attitude the Catholic schools should have toward the movement to introduce the vocational subjects into the schools.
650. **Smith, William Hawley.** "Over-equipped and undertaught." *Industrial arts magazine*, 3: 145-48, April 1915.  
Thinks that the industrial schools of this country are over-equipped, but that they are undertaught owing to the lack of properly trained teachers.
651. **Thompson, Frank V.** Industrial society and industrial education. *School and society*, 1: 402-8, March 20, 1915.  
Read at the Boston principals' meeting, January 12, 1915.  
Speaks of industrial conditions today and considers what the Boston school system is attempting in extension education for its boys and girls.

### VOCATIONAL GUIDANCE.

652. **Horton, D. W.** A plan for vocational guidance. *School review*, 23: 236-43, April 1915.  
Discusses the organization of vocational guidance as carried out in the Mishawaka high school, Indiana. Outlines a course of study for vocational work.
653. **Reed, Mrs. Anna Y.** Seattle children in school and in industry with recommendations for increasing the efficiency of the school system and for decreasing the social and economic waste incident to the employment of children 14 to 18 years of age. Seattle, Wash., Board of school directors, 1915. 103 p. 12°.
654. **Weaver, Eli W.** Profitable vocations for girls. New York and Chicago, The A. S. Barnes company, 1915. ix, 212 p. 12°.
655. ——— and **Byler, J. Frank.** Profitable vocations for boys. New York and Chicago, The A. S. Barnes company, 1915. 282 p. 12°.

### AGRICULTURAL EDUCATION.

656. **Teveraham, T. F.** Experimental agriculture in rural secondary schools. *School world*, 17: 87-90, March 1915.  
Says that any science scheme for rural secondary schools must be experimental and inductive observation must precede fact. Pupils should not only be taught the principles of cultivation, of plant-growth and nutrition, etc., but that these principles must be practically administered.

### HOME ECONOMICS.

657. **Cooley, Anna M.** The Amy Schüssler apartment. *Teachers college record*, 16: 51-69, 153-72, January, March 1915.  
Apartment where the older girls may have an opportunity to apply in a "home house" the instruction which they receive in the household arts laboratories at Speyer school. The March issue contains a tentative outline of the course of study in the household arts to be used in the seventh and eighth grades of Speyer school.
658. **Whitcomb, Emeline Storm.** The school luncheon. [Laramie, 1914] 15 p. 12°. (University of Wyoming bulletin. vol. XI, no. 2.)

### COMMERCIAL EDUCATION.

659. **Eaton, Jeannette and Stevens, Bertha M.** Commercial work and training for girls. New York, The Macmillan company, 1915. xviii, 289 p. 12°.  
Contains material prepared under the auspices of the Co-operative employment bureau for girls, Cleveland, Ohio.
660. **Fowler, Nathaniel C., jr.** A new method of imparting business education. *Journal of education*, 81: 345-48, April 1, 1915.  
Describes the demonstration form of imparting business information. Instead of telling people what business is, the writer shows them what business is by presenting in the form of a play the action of every department of business. The writer says that this form of imparting business education has already received the hearty co-operation of our leading educators and business men.

## PROFESSIONAL EDUCATION.

661. **American medical association.** Council on medical education. Report of the eighth annual conference, Chicago, Ill., February 16, 1915. American medical association bulletin, 10: 221-325, March 15, 1915. (N. P. Colwell, secretary, 535 North Dearborn street, Chicago, Ill.)

Contains: 1. N. P. Colwell: Eleven years' progress in medical education, p. 232-44. 2. V. C. Vaughan: A preliminary report on the reorganization of clinical teaching, p. 244-59; Discussion, p. 259-68. 3. G. E. Vincent: The university and higher degrees in medicine, p. 268-77. 4. M. J. Rosenau: Courses in degrees in public health work, p. 277-83; Discussion, p. 283-87. 5. H. D. Arnold: Report of the committee to investigate graduate medical instruction, p. 298-307; Discussion, p. 307-16.

662. **Redlich, Josef.** The common law and the case method in American university law schools. A report to the Carnegie foundation for the advancement of teaching. New York city, 576 Fifth avenue [1914] xi, 84 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 8.)

An introductory bulletin to the Foundation's study of legal education in the United States, which is to involve not only an examination of existing law schools, but also of methods of instruction, of bar examinations, and of the relation of these matters to the quality of legal practice.

663. **Talbot, Eugene S.** The problem of dental education. Dental cosmos, 57: 424-28, April 1915.

Outlines a course of study for dental schools.

## MILITARY TRAINING.

664. **Schaeffer, Nathan C. and Finley, John H.** Should our educational system include activities whose special purpose is preparation for war? Boston, American school peace league, 1915. 21 p. 8°.

Addresses delivered before the Department of superintendence of the National education association at Cincinnati, Ohio, February 24, 1915.

## EDUCATION OF WOMEN.

665. **General federation of women's clubs.** Twelfth biennial convention, June 9-19, 1914, Chicago, Ill. Official report, 1914. 635 p. 8°. (Mrs. Eugene Reilley, corresponding secretary, Charlotte, N. C.)

Contains: 1. P. P. Claxton: The educational and cultural value of home economics, p. 243-51. 2. F. M. Leavitt: Vocational education and vocational guidance, p. 461-69. 3. Annie Davis: Vocational guidance in Chicago, p. 469-73.

666. **Krause, Maria.** Zur reform des oberlyzeums. Frauenbildung, 13: 505-21, 11. heft, 1914.

Proposals for a reform of the higher girls' school (oberlyzeum). The proposals include a revision of the course of study.

## NEGROES AND INDIANS.

667. **Hall, Robert D.** Student Y. M. C. A. work for Indians. Southern workman, 44: 234-38, April 1915.

668. **Hill, W. B.** Rural survey of Clarke county, Georgia, with special reference to the negroes. [Athens, Ga., 1915] 63 p. illus. 8°. (Bulletin of the University of Georgia, vol. 15, no. 3. Phelps-Stokes fellowship studies, no. 2.)

## ORIENTALS.

669. **Kuo, Ping Wen.** The Chinese system of public education. New York city, Teachers college, Columbia university, 1915. xii, 209 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 64.)

CONTENTS.—1. Origin of the ancient educational system.—2. Ancient educational system and its decadence.—3. Brief survey of the development of education during subsequent dynasties.—4. Transition from traditional to modern education.—5. Construction of a modern educational system.—6. Reorganization of education under the Republic.—7. Present-day educational problems of national importance.—8. Summary and conclusions.—Appendix and Bibliography.

This volume portrays the recent efforts of the Chinese to obtain a familiarity with Western learning, and also places in a clear light the stages in the long evolution of their native culture and educational system. The Introduction by Paul Monroe calls the book "a contribution of great importance to the Western knowledge of Eastern conditions."

670. **Bottach, Edmond.** Les écoles libres d'enseignement secondaire au Japon. *Éducation*, 16: 416-26, December 1914.

671. **Schneder, D. B.** Mission schools and state education in Japan. Chinese recorder (Shanghai, China), 46: 164-69, March 1915.

Advocates the advance of Christian education to the university grade.

672. **See, Fong F.** Government and mission education in China. Chinese recorder (Shanghai, China), 46: 158-64, March 1915.

Welcomes the cooperation of mission schools with the Government. See also article by P. W. Kuo on same topic, p. 169.

673. **Yui, David Z. T.** Education and democracy in China. Chinese recorder (Shanghai, China), 46: 151-57, March 1915.

Effect of mission schools and colleges in moral uplift. Says that one of the chief reasons for the success of Christian education is the excellent discipline maintained in the schools.

## DEFECTIVE AND DELINQUENT CHILDREN.

674. **Davis, Gwilym G.** The education of crippled children. American journal of care for cripples, 2: 11-14, 1915.

Presidential address before the American orthopedic association. Reprinted by permission from the American journal of orthopedic surgery, Philadelphia, 1914-1915.

675. **Hutchinson, Woods.** Children who never grow up. Good housekeeping magazine, 60: 421-26, April 1915.

Discusses the cause, menace, and the cure of feeble-mindedness. Illustrated.

676. **McMurtrie, Douglas C.** Open air treatment for crippled children; the country home for convalescent children. American journal of care for cripples, 2: 15-20, 1915.

Describes the equipment and work of the Country home for convalescent children, located at Prince Crossing, Illinois.

677. **Monro, Sarah J.** A résumé of the rhythmic work in the Horace Mann school, Boston. Volta review, 17: 133-38, April 1915.

Says that pupils gain a more natural use of the voice in inflection, greater volume of tone without undue force, and a more natural use of the speech organs. Rhythmic methods as applied to teaching the deaf.

678. **Walmaley, H. B.** How I taught my boy the truth. Volta review, 17: 123-31, April 1915.

Early training of a child in scientific knowledge; sex problems, etc.

679. **Worcester, Alice E.** How shall my children be taught to pronounce at sight the words of our written language? Volta review, 17: 85-93, March 1915.

An exposition of the phonetic reading method devised by the author. In a modified form this method is used in nearly all of the schools for the deaf in the United States.

## LIBRARIES AND READING.

680. **Hicks, Frederick C.** Library problems in American universities. Educational review, 49: 325-36, April 1915.

Extension and growth of university libraries. Discusses library problems in Harvard, Columbia, and Princeton. University extension at Columbia university has created a great demand for new books; actual number of potential readers added to clientele of the library by the extension department in 1913-14 was 2,813.

681. **Johnston, William Dawson.** The school librarian: training and status. Public libraries, 20: 151-54, April 1915.

Read before Library section, Minnesota educational association, Duluth, February 12, 1915.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

682. Accredited secondary schools in the United States; by Samuel Paul Capen. Washington, 1915. 106 p. (Bulletin, 1915, no. 7)
683. One thousand good books for children. Classified and graded list prepared by National congress of mothers literature committee, Alice M. Jordan, chairman. (Revised, 1914) Washington, 1915. 40 p. (Home education circular no. 1)
684. Organization of state departments of education; by A. C. Monahan. Washington, 1915. 46 p. (Bulletin, 1915, no. 5)
685. Present status of the honor system in colleges and universities; by Bird T. Baldwin. Washington, 1915. 31 p. (Bulletin, 1915, no. 8)
686. A statistical study of the public schools of the southern Appalachian mountains; by Norman Frost. Washington, 1915. 29 p. (Bulletin, 1915, no. 11)  
Preliminary edition.
687. A study of the colleges and high schools in the North Central association. Washington, 1915. 130 p. (Bulletin, 1915, no. 6)





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# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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## INDEX

FEBRUARY, 1914-JANUARY, 1915



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## PREFATORY NOTE.

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The present index, covering the nine issues of the monthly record of current educational publications from February, 1914, to January, 1915, inclusive, is designed to equip the series for use as an annual bibliography of education for 1914. During the period named the record was published each month, with the exception of June, July, and August, 1914, the entries for these three months appearing in the September issue. The references in the index are to the item numbers, which run consecutively through the series of nine bulletins up to a total of 2,094 entries. The plan is the same as that of the 1913 index to the record (Bulletin, 1914, no. 15), including both a complete author list and a full system of subject headings.

The index was compiled by Miss Isabel L. Towner, head cataloguer in the library of the Bureau of Education.



# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS: INDEX, FEBRUARY, 1914-JANUARY, 1915.

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## INTRODUCTORY NOTES.

Some prominent books of the month are the following, the numbers in parentheses referring to the full entries in this record: Bruce, *Psychology and parenthood* (722); Dickinson, *Music and the higher education* (734); Wisconsin state board of public affairs, *Conditions and needs of Wisconsin's normal schools* (761); Deming, *Yale yesterdays* (766); Sharpless, *The American college* (776); Wisconsin state board of public affairs, *Survey of the University of Wisconsin* (779); Horn, *Participation of pupils in class-room recitations* (793); Mills, *American school building standards* (799); Lee, *Play in education* (810); Cope, *Religious education in the family* (824).

Vol. 1, no. 2, June 1915, of the new periodical, *Immigrants in America review*, published quarterly by the Committee for immigrants in America, 95 Madison avenue, New York city, contains among its contributions the following articles of special interest: The Y. M. C. A. teaching foreign-speaking men, by Peter Roberts, p. 18-23; Schools in temporary construction camps, by Jane E. Robbins, p. 28-30; The city's responsibility to the immigrant, by Raymond E. Cole, p. 36-41; Survey of adult immigrant education, by H. H. Wheaton, specialist in the education of immigrants, U. S. Bureau of education, p. 42-65.

With this issue, the record suspends publication for the months of July and August. The next number will appear in September.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly

or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

### PUBLICATIONS OF ASSOCIATIONS.

688. **Association of colleges and secondary schools of the Southern states.** Proceedings of the twentieth annual meeting . . . University of Virginia, October 22-23, 1914. Nashville, Tenn., Publishing house of the Methodist Episcopal church, South. 109 p. 8°. (B. El. Young, secretary, Vanderbilt university, Nashville, Tenn.)  
Contains: 1. J. C. Walker: The professional standing of teachers, p. 30-39. 2. Elisabeth A. Colton: Report of the committee on the junior college problem, p. 40-49. 3. F. P. Keppel: Economy of time in college education, p. 50-54. 4. T. S. Baker: The place and mission of the private school, p. 57-67. 5. W. H. Davis: Ways and means of increasing the efficiency of the private secondary schools, p. 68-74. 6. A. L. Hall-Quest: Educational values and American needs, p. 75-91. 7. W. S. Learned: The teacher's colleague, p. 92-106.
689. **Illinois state teachers' association.** Journal of proceedings of the sixtieth annual meeting . . . held at Springfield, Ill., December 29-31, 1913. 192 p. 8°. (G. W. Conn, jr., secretary, Woodstock, Ill.)  
Contains: 1. F. G. Blair: From chance to certainty in education, p. 38-42. 2. W. P. Morgan: Is there any science in education, p. 53-61. 3. Eugene Davenport: Blending the technical and the non-technical in education, p. 65-71. 4. L. D. Coffman: The rating of teachers, p. 82-88. 5. W. P. Morgan: Vocational education, p. 100-4. 6. H. J. Barton: The classics in the high schools and colleges of the Middle West, p. 106-12. 7. W. B. Owen: Moral education in the high school, p. 120-24. 8. Zonia Baker: A need of a stronger and more vigorous professional spirit among high school teachers, p. 124-28. 9. C. H. Johnston: Education and the emotions, p. 128-31. 10. C. E. Allen: The place of the humanities in education, p. 134-39. 11. C. E. Holley: The best beginning age, p. 151-55. 12. C. L. Harlan: Relation of size of classes to schoolroom efficiency, p. 155-61. 13. C. H. Taylor: Comparison of the arithmetical abilities of rural and city school children, p. 161-64. 14. W. H. Packard: The attitude of the school toward the teaching of sex hygiene, p. 173-79.
690. **Iowa state teachers' association.** Proceedings of the sixtieth annual session . . . held at Des Moines, Iowa, November 5-7, 1914. 196 p. 8°. (O. E. Smith, secretary, Indianola, Iowa.)  
Contains: 1. J. E. Stout: Tests of educational achievement, p. 27-36. 2. A. M. Deyoe: Public school activities in Iowa, p. 36-51. 3. G. M. Wilson: The meaning of the school survey to the city superintendent, p. 59-64. 4. W. S. Hendrixson: Vocational focus in the college course, p. 66-72. 5. J. C. Reed: The training a commercial teacher should have and what he should be expected to do, p. 124-31. 6. Julia W. Abbot: The relation between the kindergarten and the elementary school, p. 135-43.
691. **Minnesota educational association.** Journal of proceedings and addresses of the fifty-second annual meeting, held at St. Paul, Minn., October 21-24, 1914. Minneapolis, Minn., 1915. 231 p. 8°. (M. E. A. News-letter, vol. 2, no. 1) (E. D. Pennell, secretary, Minneapolis, Minn.) 5 cents postage.  
Contains: 1. Henry Suzzallo: The new social point of view in education, p. 64-70. 2. J. B. Davis: Vocational and moral guidance a function of the public schools, p. 71-80. 3. W. T. Foster: The professional spirit, p. 81-88. 4. Theodore Soares: Moral education and world peace, p. 89-95. 5. J. E. Freeman: The school as a moral force, p. 96-101. 6. Florence Kelley: School children who work, p. 123-29. 7. Cora W. Stewart: Moonlight schools in Kentucky, p. 130-33. 8. A. E. Koenig: Suggestions toward standardizing German instruction, p. 155-62. 9. G. J. Miller: Essentials of modern geography and criteria for their determination, p. 166-72. 10. L. L. Everly: Relation of the county superintendent to the teacher, p. 205-10. 11. Caroline Crawford: The place and value of the dramatic arts in education, p. 213-21.

692. Missouri state teachers' association. Proceedings of the fifty-third annual meeting . . . held at St. Joseph, Mo., November 12-14, 1914. Bulletin Missouri state teachers' association, 1, nos. 1 and 2, January, April 1915. (E. M. Carter, secretary, Cape Girardeau, Mo.)

Contains: No. 1.—1. Herbert Pryor: The Missouri school survey, p. 37-39. 2. E. M. Violette: Missouri history in the schools, p. 61-67. 3. Bessie M. Whiteley: The orchestra in the grade school, p. 74-76. No. 2.—4. H. W. Foght: Efficiency and preparation of rural school teachers, p. 10-18. 5. W. K. Tate: The rural school of the future, p. 34-36. 6. M. A. O'Rear: What are the essentials in a rural school course of eight years, p. 37-41. 7. G. W. Reavis: The relation of the rural school to the needs of the people, p. 48-52. 8. W. K. Tate: Some country schools I have visited, p. 54-58. 9. C. A. Greene: Desirable changes in the present organization of the public schools—the high school, p. 62-67. 10. A. W. Trettien: Differentiation of the field in universities, colleges and normal schools in the training of teachers, p. 72-78

693. North Carolina teachers' assembly. Proceedings and addresses of the thirty-first annual session . . . at Charlotte, November 25-28, 1914. Raleigh, Edwards & Broughton printing co., 1915. 279 p. 8". (E. E. Sams, secretary, Raleigh, N. C.)

Contains: 1. Marietta L. Johnson: The experiment at Fairhope, p. 56-60. 2. Zebulon Judd: A professional standard for teachers, p. 99-104. 3. N. W. Walker: A high school curriculum without a foreign language. Can such a curriculum be constructed that will put high school graduates into North Carolina colleges without condition? If not, why not? p. 160-79. 4. I. C. Griffin: Normal training in high schools, p. 195-200. 5. Suggestions for the training of teachers in service—From the viewpoint of the teacher [by] Antoinette Black, p. 200-2; From the viewpoint of the principal [by] J. M. Davis, p. 202-6; From the viewpoint of the normal school [by] R. A. Merritt, p. 205-7; From the viewpoint of the college [by] H. W. Chase, p. 207-8; From the viewpoint of the state department of education [by] N. C. Newbold, p. 208-11. 6. W. S. Pratt: The problems of standardization, p. 219-30. 7. T. P. Harrison: How can men be retained in the teaching profession? p. 233-38. 8. N. W. Walker: Permanent certificates for professional teachers, p. 241-59.

694. Pennsylvania educational association. County superintendents' department. Proceedings of the twelfth annual meeting at Harrisburg, December 29-30, 1914. Pennsylvania school journal, 63: 442-62, April 1915.

Contains: 1. R. O. Weifing: What constitutes a standard one-room school? p. 442-44. 2. F. E. Shambaugh: Standards in the recitation, p. 444-47. 3. T. A. Bock: Necessity for closer supervision, p. 447-50. 4. Frank Koehler: Professional training for young teachers, p. 450-53. 5. I. H. Mauser: How shall we get professionally trained teachers in the schools? p. 454-56. 6. Orton Lowe: Importance of rural schools of methods, p. 456-59. 7. T. S. Davis: How to keep pupils in school, p. 459-61.

695. Pennsylvania educational association. Department of city and borough superintendents. Proceedings of the thirty-fifth annual session at Harrisburg, December 29-30, 1914. Pennsylvania school journal, 63: 431-41, April 1915.

Contains: 1. C. F. Hoban: The salary question, p. 431-32. 2. G. E. Serfoos: The grading of pupils, p. 433-35. 3. F. W. Wright: Waste or by-product from our elementary schools, p. 435-39. 4. I. B. Bush: Efficiency tests as applied to the work of the public schools, p. 440-41.

696. Pennsylvania. University. Schoolmen's week. Papers read at the meetings, April 13-17, 1915. Old Penn, 13: 997-1043, May 8, 1915.

Contains: 1. J. R. Smith: The rural school and rural life, p. 998-1000. 2. N. C. Schaeffer: More money for public schools, p. 1000-1002. 3. T. H. Briggs: The junior high school. Its advantages and disadvantages, p. 1002-7. 4. George Wheeler: The adaptability of the junior high school to large cities, p. 1007. 5. P. M. Harbold: Minimum standards for beginning teachers in rural schools of Pennsylvania, p. 1008-9. 6. G. M. Phillips: The normal schools as agencies for the preparation of rural teachers, p. 1010-12. 7. H. W. Foght: Rural teacher training through secondary schools, p. 1012-15. 8. H. W. Foght: Course of study in the rural schools, p. 1015-16; Discussion, p. 1016-18. 9. J. W. Sweeney: The county vs. the township as the local unit of school administration in Penn-

- sylvania, p. 1018-20. 10. A. C. Monahan: The relative advantages of the township and the county unit of organization for school administration, p. 1023-26. 11. C. N. Kendall: What should go into a city superintendent's report? p. 1026-30; Discussion, p. 1030-32. 12. O. P. Cornman: Standardization of educational records and reports, p. 1032-34. 13. J. H. Van Sickle: Individual vs. mass teaching in the elementary schools, p. 1034-35. 14. Harlan Updegraff: The measurement of the progress of pupils through the school, p. 1035-38.
697. South Dakota educational association. Proceedings of the thirty-second annual session. Held at Deadwood, October 21-23, 1914. Mitchell, S. D., Published by the Executive committee. 317 p. 8°. (J. C. Lindsey, secretary, Mitchell, S. D.)
- Contains: 1. W. I. Early: A factor of educational efficiency, p. 42-51. 2. C. H. Lugg: State superintendent of public instruction, p. 52-61. 3. Lilly M. E. Borresen: Organization of high school libraries, p. 101-7. 4. B. E. McProud: The interdependence of the high school and the college, p. 113-20. 5. E. K. Myerly: The university and the state, p. 121-27. 6. H. C. Souder: How may we increase the number of eighth grade graduates? p. 138-41. 7. W. F. Bushnell: The relation of the school teacher to the physician, p. 187-96. 8. D. Mae Miller: Cooperation of music supervisor and teachers, p. 228-33. 9. Loretta McElburry: Aim and scope of a state course of study in sewing for rural and elementary schools, p. 245-52.

### EDUCATIONAL HISTORY.

698. Hierl, Ernst. Die entstehung der neuen schule; geschichtliche grundlagen der pädagogik der gegenwart. Leipzig und Berlin, B. G. Teubner, 1914. 211 p. 8°.
- A book which leads the reader to a real understanding of the personal and impersonal factors which have worked toward the creation of "the new school." While the historical account is confined to German education, the general features of the educational movement depicted and the conclusions drawn are of universal significance and application.
699. Jernegan, Marcus W. The beginnings of public education in New England. School review, 23: 319-30, May 1915.
- An interesting historical sketch. Effects of environment and general economic conditions in molding education in New England.
700. Kerschensteiner, Georg. Führende pädagogen der gegenwart über sich selbst. II. Zwanzig jahre im schulaufsichtsamt. Ein rückblick. Archiv für pädagogik. I. teil. Die pädagogische praxis, 3: 97-118, February 1915. Kerschensteiner's retrospect of his work.

### CURRENT EDUCATIONAL CONDITIONS.

701. Ayres, Leonard P. School surveys. School and society, 1: 577-81, April 24, 1915.
- Takes up the survey movement and the definite characteristics of school surveys.
702. Bobbitt, John Franklin. The San Antonio public school system; a survey conducted by J. F. Bobbitt. San Antonio, Tex., The San Antonio school board, 1915. iv, 257 p. diagra. 8°.
703. Gast, Paul. Wissenschaft und auswärtige kulturpolitik. Akademische rundschau, 3: 228-37, April 1915.
- An account of the work, present and prospective, of the "Deutsch-Süd-amerikanische institut," founded 1912, at Aachen.
704. Hardy, Edward L. The elementary school and the financial situation in California. Sierra educational news, 11: 224-34, April 1915.
705. Murray, Gilbert. German scholarship. Quarterly review (London), 223: 330-39, April 1915.
- One of a series of articles on German "kultur." Says: "In sheer straightforward professional erudition Germany easily leads the way." Points out differences between English and German intellectualism.

706. National education and the war. *School world* (London), 17:161-69, May 1915.  
A symposium dealing with systems of education which have been built up by the belligerent nations, especially the British and German systems. Effects upon national character, etc.
707. Nötzel, Karl. Das heutige Russland. Zur entwicklungsgeschichte der russischen seele. *Deutsche rundschau*, 41: 92-113, 218-39, April, May, 1915.  
An understanding and sympathetic interpretation, historical in form, of the social, intellectual, and spiritual life of Russia.
708. Richter, Johannes. Weltkrieg und erziehungsreform. *Arbeitsschule*, 29: 11-20, January 1915.  
One of the more sane and thoughtful articles on the aims of education after the conclusion of the European war.
709. Sargeant, Ide G. Vermont and the Carnegie survey. *Journal of education*, 81:508-11, May 13, 1915.  
The writer in this article criticises Dr. Pritchett for his words on the Vermont situation which appeared in the *North American review* for April.
710. Schremmer Wilhelm. Was lehrt uns der krige? *Neue bahnen*, 26: 280-85, April 1915.  
The war proves the need of, 1, obedience; 2, ideals; 3, the "einheitsschule": "a genuine national education built from the foundation up, and recognising the unity of the people and the equality of all citizens"; 4, the recognition that there are educators besides the school; 5, the physical fitness of youth.
711. Walzel, Oskar. Zukunftsaufgaben deutscher kultur. *Internationale monatsschrift für wissenschaft, kunst, und technik*, 9:687-714, March 1915.  
An interpretation of the German mind by one of the leading historians of German literature.

### PEDAGOGICS AND DIDACTICS.

712. Bachman, Frank P. The quality of instruction versus the subject-matter of instruction. *Elementary school journal*, 15:491-97, May 1915.  
Discusses the findings of school surveys recently made; causes assigned for poor instruction; and intimations of a more basic cause. Takes up subject of textbooks on history. Form of teaching gravitates toward "the level of appeal to memory and mechanical drill."
713. Conrad, Otto. Die höherbildung der rasse als aufgabe der pädagogik. *Deutsche schule*, 19:22-27, January 1915.  
Sketches the pedagogical ideas of Jean Marie Guyau as expounded in his book "*Éducation et hérédité*" (1887) and compares Guyau's social standpoint with the individualistic standpoint of Nietzsche.
714. Gansberg, Fritz. Grundgedanken der modernen pädagogik. *Neue bahnen*, 26: 159-76, January/February 1915.  
An exposition of the fundamental principles of modern pedagogy—dictated by the needs of modern society, but as yet far too little realized in educational practice.
715. Hémon, Félix. La pédagogie de Pécaut d'après de nouveaux documents. (1<sup>er</sup> article.) *Revue pédagogique*, 66:129-44, March 1915.
716. Kaufmann, Paul. Die grundgedanken der pädagogik Fr. W. Foersters—Darstellung und beurteilung. *Pädagogische warte*, 22: 235-40, 287-92, March 15, April 1, 1915.  
Paper says: "To the intellectualism, universalism, and 'politicism' (over-stressing of the idea of the state and subordination of the individual) of Hegel, contemporary pedagogical reform opposes demands for the arbeitsschule, for art education, for individualistic and moral pedagogy. Fr. W. Foerster is the representative of this tendency."
717. Lincoln, Lillian I. Everyday pedagogy, with special application to the rural school. Boston, New York [etc.] Ginn and company [1915] viii, 310 p. 12°.

718. Wapler, ———. Die frage nach einem einheitlichen ziel der erziehung im hinblick auf die spannungen und gegensätze im modernen kulturleben. *Pädagogische warte*, 22:189-98, March 1, 1915.

A philosophical consideration of the possibility of a coherent aim of education, alive to the "winds of doctrine" and "streams of tendency" of contemporary times.

719. Warstatt, Willi. Der geist des Pfadfinders und Wandervogels. *Säemann*, heft 12:426-32, February 1915.

"Among the educative forces outside of family and school which have, within recent times, exerted an influence upon [German] youth, two are among those of first rank: the 'Pfadfinderbund,' upon the one hand, and the 'Wandervogel' upon the other."

The author draws an acutely and philosophically conceived distinction between the two organizations with respect to the spirit that informs them.

720. Wills, E. V. The educational theories of Friedrich Nietzsche. *Virginia Journal of education*, 8:427-80, April 1915.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

721. Ayres, Leonard P. A measuring scale for ability in spelling. New York city, Division of education, Russell Sage foundation [1915] 58p. fold. chart. 12".

722. Bruce, H. Addington. Psychology and parenthood. New York, Dodd, Mead & company, 1915. 288p. 12".

Reviews and unifies, in non-technical language, the findings of modern psychology which bear especially on the laws of mental and moral growth. Author maintains that by making certain reforms, it is entirely feasible to develop mental and moral vigor in the mass of mankind to an astonishing degree.

723. Cellérier, L. La lutte pour la vérité (Hygiène de la vérité. Traitement du mensonge). *Éducation*, 7: 10-24, March 1915.

A psychological and pedagogical study of children's lies.

724. Hintermann, O. Die untersuchungen des psychologischen institutes über die geistige entwicklung der schulkinder. *Pestalozzianum*, n. f., 12: 1-6, January 1915.

States conclusions of psychological investigations conducted at the psychological institute of the University of Zurich, as follows: 1. The development of the number concept in children (K. Brandenberger. *Die zahlenfassung beim schulkinde*. Beiträge zur pädagogischen forschung, hrsg. v. Brahn und Dörnig. Leipzig 1914). 2. The development of the faculty of judgment. 3. Learning to read according to the analytic and synthetic methods. 4. The development of space perception. 5. The course of study in natural sciences in the upper grades (7th and 8th classes).

725. Simpson, B. R. Reliability of estimates of general intelligence, with applications to appointments to positions. *Journal of educational psychology*, 6: 211-20, April 1915.

"An experimental study of the ranking of college graduates, and a suggested application of the method to the work of college appointment bureaus in the task of recommending men for positions."

### SPECIAL METHODS OF INSTRUCTION.

726. T., M. Le cinématographe un danger intellectuel et moral pour l'enfance: à propos d'une enquête récente. *Éducation*, 7: 30-38, March 1915.

Résumé of a brochure by Vital Plas, "L'Enfant et le cinéma," Brussels, 1914, which is based upon an international inquiry by the Société belge de pédotechnie on the intellectual and moral effects of the "movies." The findings and conclusions of the inquiry were published in the *Revue de pédotechnie*.

## SPECIAL SUBJECTS OF CURRICULUM.

727. **Association of high school teachers of English of New York city.** Reports of committees. Bulletin XVI, May 1915. 59p. 8°.

Contains: 1. R. T. Congdon: Some terms of co-operation in English composition teaching, p. 3-9. 2. Report of the committee on co-operation, p. 9-18. 3. G. P. F. Hobson: Co-operation between English and Latin, p. 19-22. 4. J. E. Peabody: Co-operation between English and biology, p. 22-25. 5. Maude M. Frank: Report of the committee on literature in the high school, p. 31-37. 6. Report of the committee on public speaking and dramatics, p. 45-49.

728. **Association of history teachers of the Middle States and Maryland.** Proceedings of the meetings held in 1914 at Trenton, N. J., and New York, N. Y. No. 12. 105p. 8°. (Edgar Dawson, secretary, Hunter college, New York, N. Y.)

Contains: 1. C. N. Kendall: The teaching of local history in the schools, p. 9-17; Discussion, p. 17-18. 2. A. C. Howland: The teaching of military history in the schools, p. 28-31. 3. S. B. Howe: Should military history be taught in our schools and colleges? p. 32-37. 4. J. H. Latané: The significance of local history, p. 38-43. 5. William Fairley: History teachers for secondary schools, p. 69-79; Discussion, p. 79-92.

729. **Music supervisors' national conference.** Eighth annual meeting at Pittsburgh, March 22-26, 1915. A summarized report of the sessions. School music, 16:19-50, March-April 1915.

Contains: 1. Earl Barnes: The relation of rhythmic exercises to music, p. 25-26, 28, 30. 2. P. P. Claxton: The place of music in national education, p. 30, 32, 34, 36. 3. K. W. Gehrke: Ultimate ends in public school music, p. 44, 46, 48, 50.

730. **Abbott, Allan.** A course of study in English for a metropolitan academic high school. Teachers college record, 16:13-31, May 1915.

A study in the development of a course of study to meet particular social needs. The course outlined in the article was planned and in its main features carried out in the Horace Mann high school during the winters of 1912-1914.

731. **Bate, W. G.** An experiment in teaching a course in elementary sociology. School review, 23:331-40, May 1915.

A high school course in sociology and social problems. Satisfactory results attained in Mankato high school, Minnesota. Gives an outline of the course.

732. **Chandler, Frank W.** A creative approach to the study of literature. English journal, 4:281-91, May 1915.

The author has been conducting a course in literary appreciation at the University of Cincinnati. He assigns for study various types of literature and the pupils give oral and written reports on what they have read. They endeavor to express the spirit of the poems they have read in verses of their own. "Critical interpretation and appreciative creation complement each other."

733. **Conrad, Otto. Fr. W. Foerster's idee der staatsbürgerlichen erziehung.** Zeitschrift für lateinlose höhere schulen, 26:71-77, February 1915.

A brief exposition and a criticism of the leading ideas expounded by Foerster in his book: "Staatsbürgerliche erziehung. Prinzipienfragen politischer ethik und politischer pädagogik." 2d ed. 1914.

734. **Dickinson, Edward.** Music and the higher education. New York, O. Scribner's sons, 1915. 234 p. 12°.

CONTENTS.—Prelude: In a college music room.—1. The college and the fine arts.—2. Music in the college.—3. Teacher and critic: his preparation and his method.

735. **Dunn, Arthur William.** By what standard shall we judge the value of civic education? Boston teachers news letter, 3:4-10, May 1915.

Read before the American institute of instruction, July 1914.

736. **Gammans, Harold W.** The pupil who fails in secondary school English; how to teach him. Education, 35:565-70, May 1915.

Continued from February number. Value of supplementary reading to arouse interest, etc.

737. Handschin, Charles H. Problems in teaching modern languages. *Education*, 35:597-600, May 1915.  
Advocates exercises in direct method based on the text; also texts dealing with the best authors.
738. Hsieh, James Fleming. The essentials of composition and grammar. *School and society*, 1:581-87, April 24, 1915.  
A paper read before the Department of superintendence of the National education association, at Cincinnati, Ohio, February 26, 1915.  
Discusses the different scales and tests in composition and grammar.
739. Latham, Azubah J. The making of a festival, with some account of the Teachers college festivals of 1914 and 1915. *Teachers college record*, 16:44-60, May 1915.
740. Leavitt, Frank M., and Brown, Edith. History for prevocational boys. *Elementary school journal*, 15:463-75, May 1915.  
Outlines course of study, purport being to give children an elementary appreciation of the evolution of the worker, particularly an understanding of the organizations of labor and capital as they exist today, and kindred topics.  
Gives list of references: p. 474-75.
741. Mackie, Ransom A. The value of history. *Education*, 35: 560-64, May 1915.  
Discusses the purpose and value of teaching history.
742. Walker, N. W. High school pupils tested on spelling. *North Carolina high school bulletin*, 6:70-76, April 1915.  
A test conducted in the high schools of North Carolina. Gives the words used and the per cent of times each word was spelled correctly.

### RURAL EDUCATION.

743. McBrien, J. L. Ideals in rural education. *Arkansas teacher*, 3: 2-4, May 1915.
744. ——— Teacher-training for rural schools in public high schools of the United States. *American school board journal*, 50:30, 32, 34-35, May 1915.  
Also in *Missouri school journal*, 32: 204-10, May 1915.
745. Osborn, Harriet B. The improvement of rural school grounds and interiors. *Education*, 35:555-59, May 1915.  
Enough land should be provided for a school garden and a suitable playground. Advocates closer relations between the school and the grange.
746. Uriot, G. La dépopulation des campagnes. Ses causes. L'école peut-elle y porter remède? *Revue pédagogique*, 66:145-56, March 1915.  
"To accomplish this delicate task"—of staying depopulation of the rural districts through emigration to the city and through decline of the birthrate—"it is necessary that the teacher himself be country-bred, one who knows and loves the fields."

### SECONDARY EDUCATION.

747. Angell, James B. The junior college movement in high schools. *School review*, 23:289-302, May 1915.  
Based upon data obtained from nineteen universities and seven colleges, members of the North central association, or institutions of like character. Thinks that such colleges will bring opportunities for advanced vocational training to thousands of students.
748. Douglass, Aubrey Augustus. The present status of the junior high school. *Pedagogical seminary*, 22: 252-74, June 1915.
749. Hoblit, Merritt L. The high school unit: quantity, quality, and credit. *School review*, 23:303-6, May 1915.  
Says that a unit of high school work is very difficult to define in any other than a quantitative way.

750. Inglis, Alexander. A fundamental problem in the reorganization of the high school. *School review*, 23: 307-18, May 1915.

Says that the six-year high school plan will solve many of the perplexing problems in school organization, most of which center around the seventh and eighth grades of the elementary school and the first year of the high school.

751. ———. The socialization of the high school. *Teachers college record*, 16: 1-12, May 1915.

752. Puncheon, Katharine E. High school programme of studies: constants and electives. *Pennsylvania school journal*, 63: 477-81, May 1915.

The writer is convinced that boys and girls of high school age accomplish more on a rather carefully prescribed course of study, wisely and judiciously administered. Thinks that to open a system of free election or even comparatively free election to high school students cannot bring good results.

753. Snedden, David. High schools—new and old. *School and society*, 1: 621-26, May 1, 1915.

Notes of an address given by Commissioner David Snedden, of Massachusetts, before the Philadelphia high school teachers' association, March 20, 1915.

### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

754. Brown, Elmer Ellsworth. University departments and schools of education. *Old Penn*, 13: 943-46, April 24, 1915.

Lecture delivered under the auspices of the School of education of the University of Pennsylvania.

755. Green, Clyde C. The promotion of teachers on the basis of merit and efficiency. *Journal of education*, 81: 482-83, May 6, 1915.

Address delivered before the Department of Superintendence, National education association, February 1915.

Also in *School and society*, 1: 705-9, May 15, 1915.

756. Hodgson, Elizabeth. Equal salaries for men and women teachers. *Education*, 35: 571-77, May 1915.

Says that equal salaries for men and women almost "inevitably means lowering the present level for men, driving into other work many of the best ones now teaching." Cites sociological reasons for employing more male teachers in grammar and secondary schools.

757. Meierhofer, Hans. Morbidität und mortalität der lehrer. *Schweizerische blätter für schulgesundheitspflege und kinderschutz*, 13: 49-52, April 1915.

Statistics gathered in Zurich, 1912, 1913, and 1914, which give occasion for interesting comparisons and conclusions. Age and sex of teachers are considered as important factors.

758. Moore, V. B. Legal rights of patrons and teachers in public schools. *School and home*, 7: 8-9, May 1915.

Considers the authority of the teacher under three headings: Authority at the school; Authority on the way to and from school, and, Authority at home.

759. National council of teachers of English. Preparation of high-school teachers of English. A report of a committee of the National council of teachers of English. *English journal*, 4: 323-32, May 1915.

Questionnaires were sent to high-school teachers of English. This report presents the tabulation and analysis of the returned questionnaires.

760. Strong, Edward K., Jr. Teacher training. *School and society*, 1: 587-93, April 24, 1915.

Read before Section L of the American association for the advancement of science, Philadelphia, December 30, 1914.

761. Wisconsin. State board of public affairs. Conditions and needs of Wisconsin's normal schools. Report of cooperative survey, by A. N. Farmer, director. Issued by the State board of public affairs, December, 1914. Madison, Wis., Democrat printing company, state printer [1914] 653 p. fold. maps, diagra. 8°.

## HIGHER EDUCATION.

762. American association of collegiate registrars. Proceedings of the fifth annual meeting . . . Richmond, Va., February 24-25, 1914. Lexington, Ky., The University press. 72 p. 8°. (Miss Mary Scott, secretary, Galesburg, Ill.)

Contains: 1. A. M. Mann: Should the registrar determine the kind and amount of advanced credit that an applicant shall receive on the basis of college work done elsewhere? p. 9-13. 2. A. H. Espenshade: The best way to deal with applicants who have been "dropped" by other colleges (a) for poor scholarship (b) for misconduct, p. 18-23. 3. C. M. McConn: The question of statistics. What statistics should be kept by a registrar's office, and what provision should be made for publishing them, p. 25-35. 4. A. A. Bacon: Should the registrar in a small college be a teaching member of the faculty? p. 39-43. 5. E. H. Davis: To what extent, if at all, should the registrar be a disciplinarian? p. 52-54. 6. A. H. Parrott: Should the registrar do any teaching? What, if any, benefits are to be gained by his doing so? p. 54-57.

763. American sociological society. Papers and proceedings, ninth annual meeting, held at Princeton, N. J., December 28-31, 1914. Vol. IX. Freedom of communication. Chicago, Ill., The University of Chicago press [1915] 202 p. 8°.

Contains: 1. U. G. Weatherly: Freedom of teaching in the United States, p. 133-49. 2. H. S. Pritchett: Reasonable restrictions upon the scholar's freedom, p. 150-59. 3. Discussion by F. L. McVey, E. B. Gowin, C. C. North, Scott Nearing, E. A. Ross, E. L. Earp, Maurice Parmelee, p. 159-68. 4. Preliminary report of the joint committee on academic freedom and academic tenure, p. 170-76. 5. Report of the committee on sociology in the training of teachers, p. 176-83.

764. Bourne, Randolph S. Democracy and university administration. Educational review, 49:455-59, May 1915.

Says that the modern university is confronted with the same problems as the modern state—the "struggle between autocratic officers of administration and the democratic personnel of the faculties . . . The faculties must understand that their function is to determine the educational end to be realized. The officers must be left free to realise it with the machinery they find advantageous."

765. Crawford, William H. Place and function of the denominational college. Educational review, 49:445-54, May 1915.

Says there are signs of a renaissance of the denominational colleges. With secularism at full tide, there is a decided need for such institutions.

766. Deming, Clarence. Yale yesterdays. New Haven, Yale university press, 1915. xvi, 254 p. illus. 8°.

Edited by members of the author's family, with a foreword by Henry W. Farnam.

767. Dillard, James Hardy. Colleges and democracy. School and society, 1: 697-700, May 15, 1915.

The writer thinks that the preponderating influences about our colleges are anti-democratic, and that a change in the direction of rigidity of standard would tend to restore intellectual work to its proper place of precedence, and would go far in doing away with influences that are aristocratic in their tendency.

768. Graham, Edward Kidder. Inaugural address at the University of North Carolina. School and society, 1:613-21, May 1, 1915.

Delivered on April 21, 1915, on the occasion of the author's installation as president of the University of North Carolina.

Discusses the function of a state university.

769. Hall, G. Stanley. Medieval and modern universities. Catholic educational review, 9: 404-23, May 1915.

Also in Pedagogical seminary, 22: 275-89, June 1915.

Address delivered at the celebration of the twenty-fifth anniversary of the Catholic university of America.

770. Jordan, David Starr. Stanford's foundation ideals. School and society, 1: 685-97, May 15, 1915.  
 Founders' day address, delivered by Chancellor Jordan, May 9, 1915.  
 History of the foundation and growth of Leland Stanford Junior university.
771. Macbride, Thomas H. Duplication in separate schools of higher learning, supported by the state. [Burlington, Vt., Free press printing company, 1915] 20 p. 8°.  
 An address delivered before the National association of state universities, Washington, D. C., November 10, 1914, by the president of the State university of Iowa.
772. McCormick, S. B. Shall the denominational or independent college ask for state support? Christian student, 16: 43-48, May 1915.  
 Address before the Association of American colleges, Chicago, January 14-16, 1915.  
 Gives reasons why an independent or denominational college should not seek or accept state aid.
773. Massachusetts. Board of education. Report of the Board of education relative to the establishment of a state university. Boston, Wright & Potter printing co., state printers, 1915. 43 p. 8°. ([General court, 1915] House [Doc.] no. 485.)
774. Reinsch, Paul S. The inner freedom of American intellectual life. North American review, 201: 733-42, May 1915.  
 The free development of scientific teaching. Cooperation between the state governments and the state universities.
775. Schmiedknecht, Hans. Akademische weltpolitik. Akademische rundschau, 3: 255-65, April 1915.  
 Discussion, by the secretary of the "Gesellschaft für hochschulpädagogik," of a number of reforms and extensions of German university teaching. Foreign experience is utilized.
776. Sharpless, Isaac. The American college. Garden City, New York, Doubleday, Page & company, 1915. ix, 221 p. 12°.  
 The object of this book is "to give to the general reader a fair idea, hiding neither blemishes nor virtues, of that peculiarly national institution, the American college, as distinct from the university and technological school."
777. Stansell, Charles V. Some other aspects of freshman knowledge. Forum, 53: 621-26, May 1915.  
 Says that education, in any stage, should be "mental discipline induced and supervised by men of vision." Cf. article by Masseck in Forum, 52: 899-902, December 1914.
778. Taft, William H. Address before the Department of superintendence, National education association, Cincinnati. Southern school journal, 23: 4-9, May 1915.  
 Advocates enlarging the Bureau of education into a National university.
779. Wisconsin. State board of public affairs. Report upon the survey of the University of Wisconsin. Madison, Wis., State board of public affairs [1915] 957 p. 4°.  
 Appendices: W. H. Allen's report to the board, E. C. Branson's report to the board, comment by committee of University faculty upon report of investigators.
780. ———. Survey summary re University of Wisconsin, containing the portion thus far released by the State board of public affairs as submitted December 1, 1914, by William H. Allen. Madison, Wis., Wisconsin efficiency bureau, 1915. 167 p. 8°.  
 Contents.—Scope and method of the survey.—II. What its university means to Wisconsin.—III. Earmarks of efficiency and progress.—IV. Opportunities for increasing efficiency.

**SCHOOL ADMINISTRATION.**

781. Brown, George A. Boards of education versus school boards. School and home education, 84:322-25, May 1915.

Discusses the subject of the dual system of administering vocational education and the place of a board of education in a democracy.

782. Carroll, Charles. School law of Rhode Island. Providence, E. L. Freeman co., state printers, 1914. 109 p. 8°. (Rhode Island educational circulars)

Contents.—chap. I. The development of Rhode Island school law.—chap. II. The Rhode Island school system.—chap. III. Rhode Island school law.

783. Luquear, Frederic L. Self-accounting in supervision. Educational review, 49:460-68, May 1915.

Presents a record blank to serve in developing self-directed efficiency.

784. Mathews, John M. A report on educational administration, prepared for the Efficiency and economy committee, created under the authority of the 48th General assembly, state of Illinois. [Chicago] 1914. 83 p. 8°.

785. Maxwell, William H. How to determine the efficiency of a school or a school system? American school board journal, 50:11-12, 73-74, May 1915.

Address before the Department of superintendence, National education association, February 27, 1915.

The writer thinks that owing to the fact "that it is extremely difficult to segregate the influence of the school, the home, the church, and society, and that children vary enormously in ability, it follows that there is no absolute test of teachers' work."

786. The Minneapolis schools business survey. American school board journal, 50:21-22, 63-64, May 1915.

"The first strictly business survey of a city school system to be undertaken, was that completed in February in Minneapolis. This survey was conducted by Mr. F. S. Staley, Director of the Bureau of municipal research of the Minneapolis civics and commerce association . . ."

This article gives a summary of the findings and recommendations of the survey.

787. Moore, Ernest C. The administration of the public schools of New York city. Educational review, 49:469-88, May 1915.

An able critique of public-school administration in New York city, based upon recent investigations, the Moore report, and the Goodnow-Howe report.

788. Pearse, C. G. Gary, the city which has seen a great light. American school, 1:104-7, April 1915.

An account of the schools of Gary, Indiana.

789. Smith, H. P. The accounting system of a small city district. American school board journal, 50:15-16, 73, May 1915.

790. Taylor, Joseph E. Report on Gary (Indiana) schools. Educational review, 49:510-26, May 1915.

Says that the Gary plan deserves special consideration in a borough like the Bronx (New York city) where school congestion is a serious matter. Declares emphatically that the Gary plan, due allowance being made for imperfections, is "the most remarkable educational experiment the world has seen since Pestalozzi."

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803. **Bliss, D. C.** Open window classes. Psychological clinic, 9: 29-38, April 15, 1915.  
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Contains: 1. W. L. Bodine: President's address, p. 1-3. 2. J. B. Quinn: Following up children who work, and the problem of vocational guidance, p. 3-4. 3. Ella F. Young: The opportunities of modern education, p. 4-5. 4. W. S. Deffenbaugh: Value of cooperating with the U. S. Bureau of education in collecting statistics, p. 6-7. 5. C. E. Chadsey: The minimum educational and age qualifications for employment permits, p. 7-8. 6. Ella M. Cullen: The humane activities of Chicago public schools, p. 8-10. 7. Paul Krenspointner: Unconsidered factors in industrial education, p. 10-11. 8. H. H. Todd: Parental schools, p. 12-14. 9. A. J. Whily: The children of the mother who works, p. 14.
816. Comstock, Sarah. *Mothercraft: The growing mind of the growing child.* Good housekeeping, 60: 514-21, May 1915.  
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817. **Haniphy, Joseph A.** Juvenile courts. *Educational review*, 49: 489-502, May 1915.  
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818. **Keller, Maria.** Das sozialpädagogische seminar des jugendheims. *Frauenbildung*, 14: 101-9, [March] 1915.  
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819. **Woolley, Helen T.** Child labor and the school. *American school*, 1: 103, April 1915.  
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823. **Michigan Christian teachers' institute.** Six lectures delivered at the Michigan Christian teachers' institute, held at Grand Rapids, Mich., October 1 and 2, 1914. Kalamazoo, Mich., Dalm printing co. [1914] 108 p. 8°.

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830. **Wells, Amos B.** The successful Sunday-school superintendent. Philadelphia, The Westminster press, 1915. 179 p. 12°.

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831. **Eastern art and manual training teachers' association.** Proceedings, fourth annual meeting, New York, March 20-22, 1913, and fifth annual meeting, Atlantic City, April 9-11, 1914. Combined report. 1915. 312 p. 8°. (F. P. Reagle, secretary, Board of education, Montclair, N. J.)

Contains: 1. Morris Greenberg: The influence of the modern industrial demands upon the present drawing and art courses, p. 20-30. 2. Lilla M. Olcott: What shall be the grade teacher's normal training in the manual arts? p. 31-35. 3. F. G. Bonser: What constitutes manual training? p. 46-48. 4. W. T. Bawden: The aims of manual training, p. 49-50. 5. E. W. Boshart: The training of the manual training teacher, p. 54-59. 6. C. A. Prosser: Team-play between the schoolmaster and the layman, p. 88-92. 7. Mrs. Andreas Neland: State aid for industrial art education, p. 107-8. 8. A. L. Williston: Adaptation of manual training courses to fit the community needs, p. 133-40. 9. C. N. Kendall: The fine, industrial and household arts in public education, p. 159-67. 10. C. A. Prosser: The place of art in industry, p. 168-79. 11. E. C. Emerson: Prevocational schools—a scheme of education for the motor minded, p. 180-87. 12. F. H. Ball: Unit courses in Pittsburgh elementary industrial schools, p. 189-203. 13. Mary F. Marshall: Opportunities for vocational training in household arts courses, p. 204-9. 14. Morris Greenberg: What the average teacher may accomplish in blackboard drawing, p. 210-14. 15. Jean Kimber: Standards of measurement in drawing, p. 215-19. 16. J. P. Haney: The art of teaching art, p. 220-31. 17. F. G. Bonser: Vocational guidance as an opportunity for teachers of the practical arts, p. 232-39. 18. F. E. Mathewson: Vocational courses in the high school, p. 256-64.

832. **Dean, Arthur D.** A better man and better job. *Industrial-arts magazine*, 3: 193-96, May 1915.

The writer says that "In view of our present industrial problem we can ill afford in our educational practice, to separate intellectual attainments and manual skill." He asks, "Is there no way of bringing the two together? Must we always separate brains and work—culture and vocation—head and hand—in pedagogical discussions?"

833. **Henderson, Wilson H.** Manual training as vocational education. An investigation. *Industrial-arts magazine*, 3: 243-46, May 1915.

834. **Indiana university.** School of education. Some facts concerning the people, industries, and schools of Hammond, and a suggested program for elementary industrial, prevocational, and vocational education. Robert J. Leonard, professor and director vocational education, Indiana university. Hammond, Ind., 1915. 165 p. 8°.

835. **Lapp, John A.** National aid for vocational education. *School and society*, 1: 649-57, May 8, 1915.

836. **Leonard, Robert Josselyn.** A study of the people of Indiana and their occupations for purposes of vocational education. [Bloomington, Ind., 1915] 143 p. 8°. (Indiana university bulletin. vol. XII, no. 17. Indiana university studies, 26)

837. Lull, Herbert G. Vocational instruction in the high school. Manual training and vocational education, 16: 529-36, May 1915.  
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838. Monahan, A. C. Federal aid for vocational training: the Smith-Lever and the Smith-Hughes bills. Journal of home economics, 7: 245-48, May 1915.
839. Owen, William Bishop. Vocational education in Illinois. The contest. American school, 1: 99-102, April 1915.  
 "An account of the struggle which Illinois is making to keep her public schools from being divided into two competing groups of schools in each community, each group bidding against the other for favor and funds."
840. Prosser, C. A. Vocational education for New York city. Educational administration and supervision, 1: 231-38, April 1915.  
 Extracts from an address before the industrial conference for New York city, June 29, 1914.
841. Reading, Pa. Board of school directors. Dept. of practical arts. A survey of manual, domestic, and vocational training in the United States. [Reading, Pa., 1915] 156 p. 8".  
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843. Snedden, David. Vocational education. New republic, 3: 40-42, May 15, 1915.  
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### VOCATIONAL GUIDANCE.

844. National vocational guidance association. Proceedings . . . being the fourth national convention on vocational guidance, held at Richmond, Va., December 7-9, 1914. Published by the Association, 1915. 63 p. 8". (W. Carson Ryan, jr., secretary, Bureau of education, Washington, D. C.)  
 Contains: 1. J. D. Bliff: Vocational guidance—a function of the university, p. 12-16. 2. F. V. Thompson: Vocational guidance in Boston, p. 17-24. 3. W. A. Wheatley: Some suggestions for presenting a course in vocational information to pupils in our smaller schools, p. 24-29. 4. I. S. Wile: Vocational guidance and the curriculum, p. 29-35. 5. D. S. Hill: The problems of vocational guidance in the South, p. 36-44. 6. P. P. Claxton: Part-time secondary schooling and vocational guidance, p. 44-48. 7. Julia C. Lathrop: Some items to be considered in a vocational guidance program, p. 49-50. 8. Anne S. Davis: A brief statement of the work of the vocational bureau and the joint committee for vocational supervision, p. 51-56. 9. Margaret Brown: The work of the scholarship committee, p. 59-61.
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 An informing account of vocational guidance as practiced in Munich, Plauen, Chemnitz, Freiberg, Leipzig, and through the state of Saxony. Bibliography in the text.
846. Smith, W. B. Vocational guidance. Teaching, 1: 19-30, April 1915.  
 The following phases of the subject are discussed: Occupational maladjustment, Unconscious vocational guidance, Occupations of college graduates, The advantages of vocational guidance, Moral value of vocational guidance, Beginning of vocational guidance, and Methods of vocational guidance.

## AGRICULTURAL EDUCATION.

847. **Association of American agricultural colleges and experiment stations.** Proceedings of the twenty-eighth annual convention . . . held at Washington, D. C., November 11-13, 1914. Montpelier, Vt., The Capital City press, 1915. 272 p. 8°. (J. L. Hills, secretary, Burlington, Vt.)

Contains: 1. A. C. True: Report of Committee on instruction in agriculture, p. 27-63. 2. H. P. Armsby: Report of the Committee on graduate study, p. 64-70. 3. A. C. True: Presidential address, p. 86-96. 4. K. L. Butterfield: Report of Committee on college organization and policy, p. 106-9. 5. A. C. True: The administration of the Smith-Lever extension act, p. 113-18. 6. A. M. Soule: The administration of the Smith-Lever act, p. 119-26. 7. Miss E. B. Kelley: Extension work in home economics, p. 133-38. 8. A consideration of the Hughes educational bill [by] Brown Ayres, p. 156-58; [by] P. P. Claxton, p. 158-61. 9. E. T. Fairchild: The relation of the agricultural college to school instruction in agriculture and home economics, p. 164-69; Discussion, p. 169-76. 10. D. H. Hill: Changes in college attitudes, p. 176-80. 11. C. A. Lory: Instruction costs in agricultural colleges, p. 182-213. 12. C. B. Titlow: Correlating the extension work of the colleges with other agencies in the state, p. 253-57.

848. **Maphis, Charles G.** The proper preparation and equipment, academic and professional, of teachers in schools of agriculture. [Washington, U. S. Department of agriculture, 1915] 18 p. 8°.

An address delivered at the Conference on secondary agricultural education, Columbus, Ohio, February 22, 1915.

849. **True, A. C.** Agricultural education and agricultural prosperity. *Annals of the American academy of political and social science*, 59: 51-64, May 1915.

Discusses the development of technical and vocational education in the United States; extension work in agriculture by state and Federal governments; Federal aid, etc.

## COMMERCIAL EDUCATION.

850. **National commercial teachers' federation.** Proceedings of the National commercial teachers' federation and its constituent associations . . . at the eighteenth annual convention, held at Chicago, Ill., December 28-31, 1914. *Federation herald*, 1: 1-48, March 1915. (E. E. Jones, secretary, La Salle extension university, Chicago, Ill.)

Contains: 1. S. P. Capen: The increasing importance of commercial education in the United States, p. 7-10. 2. W. B. Elliott: The private commercial school an economic necessity, p. 13-14. 3. J. C. Reed: The commercial teacher, p. 16-18. 4. Samuel MacClintock: Higher commercial education, p. 37-39.

## PROFESSIONAL EDUCATION.

851. **Association of American medical colleges.** Proceedings of the twenty-fifth annual meeting, held at Chicago, February 17, 1915. 116 p. 8°. (F. C. Zapffe, secretary, Chicago, Ill.)

Contains: 1. Isadore Dyer: The medical career, p. 5-10. 2. H. S. Pritchett: The classification of medical schools, p. 11-21; Discussion, p. 21-29. 3. F. C. Walte: Minimum expense of maintenance of first two years of an acceptable medical school, p. 43-47. 4. J. L. Hedren: The minimum expense of maintenance of the clinical department of an acceptable medical college, p. 48-52. 5. John Sundwall: The present relations between the college and the medical school, p. 53-70. 6. Report of Committee on medical education and pedagogics, p. 82-108.

852. **Bücher, Karl.** Akademische berufsbildung für zeitungskunde. *Preussische jahrbücher*, 159: 531-34, March 1915.

Proposals and report on academic training for journalism in Germany (an endowment at the University of Leipzig.) Also in *Akademische rundschau*, 3: 173-82, March 1915.

853. **Carson, Hampton L.** An existing defect in the American system of legal education. *American law school review*, 3: 609-17, May-June 1915.

Gives an interesting historical review of the methods of teaching law in England and America. Says that the chairs of practice in the law schools should be vacated by the pure scholars. Let such professional chairs in schools be filled by active members of the bar, whose presence in the court room is a familiar presence, and let them teach ethics as they discuss remedies.

854. **Malcolm, George A.** The college of law, University of the Philippines. *American law school review*, 3: 628-33, May-June 1915.

Interesting descriptive article.

### MILITARY TRAINING.

855. **Eberhard, ———.** Der wehrkraftgedanke in der deutschen jugenderziehung. *Pädagogische warte*, 22: 2-10, January 1915.

A survey of the preparation of German youth for national defense—with the emphasis more upon physical fitness than upon military drill, discipline, and spirit—through such organizations as "Vortrupp," the Bavarian "Wehrkraftverein" (W. K. V.), the "Jungdeutschlandbund," and the "Pfadfinderbund."

856. **Kemsies, F.** Militärische jugendvorbereitung und schule. *Zeitschrift für schulgesundheitspflege*, 28: 7-23, January 1915.

A survey of the preparation of youth for physical and military fitness in various countries, particularly in Germany.

### EDUCATION OF WOMEN.

857. **Hedler, A.** Bürgerkunde in der frauenschule. *Lyzeum*, 2: 281-92, March 1915.

A survey of instruction in civics in the schools of Germany, Austria, and Switzerland, made during the year 1913-14.

858. **Miller, Sarah Pleis.** Have women's salaries been increased by higher university training? *Journal of the Association of collegiate alumnae*, 8: 73-79, April 1915.

From information received from the civil-service bureau, teachers' agencies, city superintendents of schools, and university authorities, the author shows that college degrees do increase women's salaries.

859. **Reynolds, Myra.** The education of women in England in the eighteenth century. *University record*, 1: 59-73, April 1915.

Delivered on the occasion of the ninety-fourth convocation of the University of Chicago, March 16, 1915.

### NEGRO EDUCATION.

860. **Blascoer, Frances.** Colored school children in New York. [New York] Public education association of the city of New York, 1915. 176 p. 8°.

861. **Woodson, Carter G.** The education of the negro prior to 1861. A history of the education of the colored people of the United States from the beginning of slavery to the Civil war. New York and London, G. P. Putnam's sons, 1915. 454 p. 8°.

Bibliography: p. 399-434.

### DEFECTIVE CHILDREN.

862. **Andrews, Harriet U.** A deaf boy who is being rightly trained. *Volta review*, 17: 165-71, May 1915.

A remarkable example of home training in lip-reading.

863. **Nöll, Heinrich.** Formale und materielle intelligenzdefekte als hemmungen im ersten leseunterricht der schwachbegabten und eine diesen defekten angepasste leselehrmethode. *Zeitschrift für kinderforschung*, 20: 153-71, January 1915.

To be continued.

A psychological and pedagogical study of teaching reading to backward children.



CIVIC EDUCATION IN ELEMENTARY  
SCHOOLS AS ILLUSTRATED  
IN INDIANAPOLIS

By ARTHUR W. DUNN  
SPECIAL AGENT IN CIVIC EDUCATION  
BUREAU OF EDUCATION



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## STATISTICS OF CERTAIN MANUAL TRAINING, AGRICULTURAL, AND INDUSTRIAL SCHOOLS, 1913-14.<sup>1</sup>

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This bulletin presents the statistics of 479 manual training schools, agricultural schools, and industrial, trade, and vocational schools for 1914. At present these are divided into four groups. A new grouping is contemplated by the bureau, and a more adequate classification of institutions will be made.

Tables 2, 3, 14, and 15 give the statistics of 55 public manual-training high schools. This group should include only schools which do not primarily prepare students for some trade or vocation.

Tables 4, 5, 16, and 17 present statistics of 115 agricultural schools. Some of these are known as State agricultural high schools, some as district, and some as county agricultural high schools. The list also includes private agricultural schools of high-school grade. In Table 16 an attempt is made to indicate each school's source of income.

Tables 6, 7, 18, and 19 include the statistics of 229 manual, industrial, vocational, technical, and trade schools.

Tables 8, 20, and 21 present the statistics of 80 industrial schools for Indians. Many of the schools in this group do not report students of high-school grade.

General or combined summaries of the four groups of schools will be found in Tables 9, 10, 11, 12, and 13. These tables are given to facilitate comparison with former years when all these schools were included in one list.

In addition to the schools mentioned above, Table 1 presents a list of 1,414 public high schools having 55,946 students in manual training, 19,909 in courses in agriculture, and 67,521 in courses in domestic economy. The same students may be in different courses, but no school reporting less than 20 students in at least one of these courses is included in the list. A complete summary of students in these courses reported by all the public high schools will be found in the chapter on public and private high schools of the 1914 Report of the Commissioner of Education.<sup>2</sup> Enrollment in similar courses in private high schools and academies is also summarized in that chapter.

The bureau has a list of more than 100 schools of the classes included in this chapter from which no statistical information could be obtained. It is expected that most of these schools will be able to report on the revised schedules for 1915.

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<sup>1</sup> Material under this heading for previous years will be found in the Annual Reports of the Commissioner of Education. (For example, Ch. XI, Vol. II, 1912.)

<sup>2</sup> See pp. 412 and 413.

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>ALABAMA.</b>							
Alexander City.....	High School.....					4	41
Atmore.....	Escambia County High School.....			29	25		
Birmingham.....	Central High School.....	29	0			0	510
Brundidge.....	Pike County High School.....	33	0	33	24	0	8
Center.....	Cherokee County High School.....			29	18		
Columbia.....	Houston County High School.....			25	20	0	32
Dora.....	High School.....			35	22		
Dothan.....	do.....	69	0			0	95
Enterprise.....	Coffee County High School.....			36	43	0	51
Hartford.....	Geneva County High School.....	15	0	43	48	0	49
Hartsells.....	Morgan County High School.....					0	32
Lanett.....	High School.....	20	0	35	34	0	34
Leighton.....	Colbert County High School.....	6	2	23	20	0	20
Mobile.....	High School.....	53	0			0	163
Do.....	Owens Academy (negro).....	20	0	20	69	0	69
Montgomery.....	Lanier High School.....	163	0			0	277
Moulton.....	Lawrence County High School.....	8	0	40	33	0	32
Notasulga.....	Macon County High School.....			29	37		
Opelika.....	Lee County High School.....			46	71		
Opp.....	High School.....	27	0			0	20
Rogersville.....	Lauderdale County High School.....	56	0	60	59	0	59
Russellville.....	Franklin County High School.....			15	35		
Scottsboro.....	Jackson County High School.....	30	0	10	0	0	8
Selma.....	High School.....	72	0			0	123
<b>ARIZONA.</b>							
Phoenix.....	Union High School.....	54	0	34	0	0	74
Tempe.....	do.....	36	0			0	20
<b>ARKANSAS.</b>							
Arkadelphia.....	High School.....			11	0	0	21
Camden.....	do.....					0	60
Cane Hill.....	do.....	4	3	13	14		
Crossett.....	do.....	30	0			0	18
Green Forest.....	do.....			20	45		
Little Rock.....	M. W. Gibbs High School (negro).....	54	0			0	146
Mount Judea.....	High School.....			12	9		
Palestine.....	do.....			4	18	0	18
Pine Bluff.....	do.....	45	0			0	75
Prescott.....	do.....					0	60
Springfield.....	do.....			12	8		
Vilonia (R. F. D. No. 1).....	Pleasant Valley High School.....			10	12		
<b>CALIFORNIA.</b>							
Alameda.....	High School.....	38	19	19	4	0	16
Alhambra.....	do.....	27	0			0	24
Anahelm.....	Union High School.....	30	0			0	24
Asusa.....	Citrus Union High School.....	32	3	4	5	9	27
Bakersfield.....	Kern County High School.....	110	0	29	1	0	75
Banica.....	High School.....	20	0				
Berkeley.....	do.....	80	0			0	85
Brawley.....	Union High School.....	18	3	6	0	0	18
Burbank.....	do.....	4	2			0	21
Chico.....	High School.....	60	0	45	15	0	40
Colusa.....	do.....	11	1			0	26
Compton.....	Union High School.....	20	0			0	30
Covina.....	do.....	30	0			0	31
Crescent City.....	Del Norte County High School.....					0	20
Delano.....	Union High School.....			21	0		
Escondido.....	High School.....	44	5			0	21
Eureka.....	do.....	29	1			0	73
Fullerton.....	Union High School.....	87	0	10	1	0	81

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>CALIFORNIA—contd.</b>							
Glendale.....	Union High School.....	37	0	17	1	0	89
Gridley.....	do.....	10	0	9	0	0	26
Hanford.....	do.....			30	0	0	53
Hayward.....	do.....					0	20
Hemet.....	do.....	50	6			0	30
Hollister.....	San Benito County High School.	30	20	20	20		
Huntington Park..	Union High School.....	12	0			0	30
Imperial.....	Imperial Valley Union High School.	35	0	9	0	0	30
Inglewood.....	Union High School.....	20	5	15	0	0	20
Le Grand.....	do.....	20	0	10	0	0	25
Lincoln.....	do.....	12	0			0	24
Livermore.....	do.....			18	6	0	9
Los Angeles.....	Manual Arts High School.....	383	0			0	261
Do.....	Hollywood High School.....	82	15	23	0	4	149
Madera.....	Union High School.....	21	1			0	42
Merced.....	Merced County High School.....	17	3			0	30
Mill Valley.....	Tamalpais Polytechnic High School.	33	1			0	35
Monterey.....	Monterey County High School..	10	0			1	20
Mountain View..	High School.....	20	2			0	20
Napa.....	do.....	54	8	30	20	0	40
Ontario.....	Chaffey Union High School.....	25	0	15	0	0	25
Pasadena.....	High School.....	86	0	58	0	0	126
Petaluma.....	do.....	24	0				
Pomona.....	do.....	104	0	52	27	0	158
Porterville.....	do.....	40	0	24	3	0	40
Redding.....	Shasta County High School.....	21	0	1	0	0	1
Redwood City.....	Sequoia Union High School.....	20	0			0	21
Riverside.....	Girls' High School.....					0	23
Roseville.....	Union High School.....	26	6			0	26
St. Helena.....	do.....	19	0			0	24
San Bernardino..	High School.....	57	0			0	58
San Diego.....	do.....	386	50			0	42
San Fernando.....	Union High School.....	37	0			0	12
Santa Ana.....	High School.....	70	0	14	0	0	10
Santa Barbara.....	do.....	97	7	28	0	0	43
Santa Cruz.....	do.....	90	0	25	15	0	60
Santa Monica.....	do.....	45	0	32	0	0	47
Santa Rosa.....	do.....	48	0			0	53
Selma.....	Union High School.....	51	0	9	0	0	50
South Pasadena..	High School.....	40	3			0	60
Tulare.....	do.....	61	0	17	9		
Turlock.....	Union High School.....					0	30
Vacaville.....	do.....					0	22
Ventura.....	do.....	18	10	5	4	0	15
Visalia.....	High School.....	35	0			0	60
Whittier.....	Union High School.....	36	5	20	0	0	40
Woodland.....	High School.....	45	0			0	57
<b>COLOREDO.</b>							
Boulder.....	State Preparatory School.....	26	1			0	30
Colorado Springs..	High School.....	120	0			0	80
Del Norte.....	do.....					0	22
Durango.....	do.....					0	50
Granada.....	Union High School.....	27	0			0	28
Gunnison.....	Gunnison County High School..	17	11	1	0	0	18
Holly.....	Union High School.....			10	0	0	30
Hotchkiss.....	High School.....	14	0	16	9		
Montrose.....	Montrose County High School..	8	0	12	10	0	26
Paonia.....	High School.....	12	0	16	0	0	30
Pueblo.....	Centennial High School.....	35	0			0	83
Do.....	High School (district No. 20)...	125	0			0	65
Sterling.....	Logan County High School.....	30	0	12	0	0	20
Trinidad.....	High School.....	46	0			0	38

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>CONNECTICUT.</b>							
Ansonia.....	High School.....	56	1				
Hartford.....	do.....	150	115			0	115
Meriden.....	do.....	64	0			0	110
New Haven.....	do.....	677	340			0	340
Newtown.....	do.....			8	12		
Waterbury.....	Crosby High School.....	160	0				
<b>DELAWARE.</b>							
Wilmington.....	High School.....	234	0			0	243
<b>FLORIDA.</b>							
Bradentown.....	Manatee County High School.....					0	30
Clearwater.....	High School.....	16	0			0	30
Jacksonville.....	Duval County High School.....	60	0			0	110
Jennings.....	High School.....			4	21		
Miami.....	Washington High School (negro).....	20	16	8	7	1	20
St. Augustine.....	High School.....	41	0			0	52
Tampa.....	Hillsborough County High School.....	81	0			0	112
<b>GEORGIA.</b>							
Albany.....	High School.....					0	53
Athens.....	High and Industrial School (negro).....	11	0			0	37
Augusta.....	Academy of Richmond County.....	67	0				
Do.....	Tubman High School (girls).....					0	150
Columbus.....	High School.....	60	0			0	140
Do.....	High School (negro).....	20	0			0	36
Commerce.....	High School.....					0	47
Cornelia.....	do.....			21	19		
Elberton.....	do.....					0	60
Fitzgerald.....	do.....					0	93
Lexington.....	Meson Academy.....			16	8		
Macon.....	Gresham High School (girls).....					0	325
Savannah.....	High School.....	47	68			0	77
Warrenton.....	do.....					0	29
<b>IDAHO.</b>							
American Falls.....	High School.....	16	0			0	22
Blackfoot.....	do.....	12	0	9	5	1	38
Boise.....	do.....	180	0	98	2	0	245
Buhl.....	do.....			14	0	0	34
Burley.....	do.....	20	15	30	10	0	25
Caldwell.....	do.....	42	0			0	56
Coeur d'Alene.....	do.....	40	0			0	60
Emmett.....	do.....			38	0	2	50
Idaho Falls.....	do.....	30	20	27	0	0	35
Kellogg.....	Wardner-Kellogg Union High School.....	38	0			0	40
Lapwai.....	High School.....	12	1	20	4	0	20
Lewiston.....	do.....	35	0			0	71
Meridian.....	do.....	11	4	22	0	1	35
Mountain Home.....	do.....	12	8	3	3	0	28
Nampa.....	do.....	50	0	12	20	0	76
Nespece.....	do.....			24	0	0	20
Post Falls.....	do.....	33	0	12	6	0	34
Rigby.....	do.....			10	0	0	28
Rupert.....	do.....	45	0			0	57
Twin Falls.....	do.....	36	0	18	2	0	40
<b>ILLINOIS.</b>							
Alexis.....	High School.....	32	0			0	18
Assumption.....	do.....					0	27
Aurora.....	East High School.....	24	0			0	14
Beardstown.....	Lincoln High School.....	60	0				
Belvidere.....	High School.....	72	0	24	0		

TABLE 1.—Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
ILLINOIS—contd:							
(Benton)	Benton Township High School.	18	0			0	22
Bloomington	High School.	72	0	40	0	0	58
Canton	do.	18	0			0	44
Centralla	Centralla Township High School.	14	0	8	0	0	24
Chicago	Austin High School.	70	0			0	65
Do.	Calumet High School.	45	18			0	4
Do.	Carl Schurz High School.	110	0			0	91
Do.	Francis W. Parker High School.	40	0			0	27
Do.	George William Curtis High School.	51	0			0	28
Do.	Harrison Technical High School.	146	0			0	45
Do.	James H. Bowen High School.	125	0			0	25
Do.	John Marshall High School.	50	0			0	60
Do.	Lake High School.	239	0				
Do.	Lake View High School.	37	0			0	85
Do.	Murray F. Tuley Evening High School.	37	0				
Do.	Wendell Phillips High School.	87	34			0	48
Do.	William McKinley High School.	18	0			0	101
Chicago Heights	Bloom Township High School.	37	0			0	28
Clinton	High School.	25	0				
Danville	do.					0	96
Decatur	do.	55	0			0	90
De Kalb	De Kalb Township High School.	48	0	13	0	0	33
Effingham	High School.					0	42
Eldorado	do.	20	0	5	0		
Elgin	do.	30	0			0	10
Evanston	Evanston Township High School.	23	0				
Fairbury	High School.	57	0			0	77
Fairfield	do.			9	11	0	34
Freeport	do.	88	0			0	63
Galena	do.	26	0	12	0		
Galesburg	do.	120	0	199	204	0	163
Galva	do.	31	0			0	36
Gibson City	Drummer Township High School.	24	0			0	16
Harrisburg	Harrisburg Township High School.	17	5			0	47
Harvey	Thornton Township High School.	87	0			0	54
Henry	High School.					0	36
Joliet	Joliet Township High School.	136	0			0	134
Kewanee	High School.	80	0	22	5	0	35
Kirkwood	do.	24	0			0	26
La Grange	Lyons Township High School.	50	0	25	30	0	7
Lawrenceville	High School.					0	30
Litchfield	do.					0	33
Lockport	do.	30	0			0	30
Mason	Mason Township High School.			22	0	0	30
Minonk	High School.					0	25
Moline	do.	60	0			0	40
Mount Pulaski	Mount Pulaski Township High School.	18	0	9	0	0	24
Mount Vernon	Mount Vernon Township High School.	32	0	35	0	0	32
Murphysboro	High School.	21	0	8	0	0	33
Paris	do.	25	0			0	20
Pecora	do.					0	31
Piano	do.	10	0			0	20
Pontiac	Pontiac Township High School.	31	0	9	0	0	22
Princeton	Princeton Township High School.	27	0	10	0	0	40
Robinson	Robinson Township High School.	20	0	15	0	0	50
Rockford	High School.	190	0			0	162
Rock Island	do.	200	0			0	72
Shelbyville	do.	20	0			0	30
Toulon	Toulon Township High School.			25	30	0	60
Urbana	Thornburn High School.	30	0			0	18
Warren	High School.	10	14				
Waukegan	Waukegan Township High School.	50	0			0	80
White Hall	High School.			18	10	0	60

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>INDIANA.</b>							
Attica.....	High School.....			8	0	0	26
Berne.....	do.....	13	0			0	21
Brookville.....	do.....			15	0	0	26
Charlestown.....	do.....	15	0	30	10	0	10
Churubusco.....	do.....	17	0	5	0	0	33
Clifford.....	Flat Rock Township High School.....			10	0	0	21
Columbia City.....	High School.....	20	0			0	30
Crown Point.....	do.....	29	0	15	3	0	53
Danville.....	do.....	10	0	16	13	0	32
Decatur.....	do.....			23	0	0	32
East Chicago.....	do.....	13	0			0	20
Edinburg.....	do.....	40	0			0	47
English.....	do.....	25	0			0	20
Evansville.....	do.....	195	0			0	238
Farmersburg.....	do.....			20	16		
Fort Branch.....	do.....	12	24				
Fort Wayne.....	High and Manual Training School.....	341	0			0	304
Frankfort.....	High School.....			14	0	0	75
Franklin (R. F. D. No. 2).....	Hopewell High School.....	22	0	10	0	0	6
Franklin (R. F. D.).....	Union Township High School.....			20	0	0	20
Freedom.....	High School.....			23	12		
Freelandville.....	do.....			5	0	0	21
Fulton.....	do.....	28	0	28	12	0	12
Gas City.....	do.....	33	0			0	47
Goodland.....	do.....	25	0			0	49
Henryville.....	do.....			4	1	0	26
Kewanna.....	do.....	19	0			0	21
Knightstown.....	do.....	22	0			0	23
Lafayette.....	do.....					0	50
Larwill.....	do.....	16	0	5	13	0	24
Lawrenceburg.....	do.....	31	0			0	15
Lebanon.....	do.....			25	10	0	23
Liberty.....	do.....	20	0	7	6	0	27
Linden.....	do.....	16	0	10	0	0	20
Little York.....	Gibson Township High School.....			15	8		
Lowell.....	High School.....			27	5	0	18
Lynn.....	Washington Township High School.....	24	0			0	46
Martinsville.....	High School.....			29	42		
Medaryville.....	do.....			16	12	0	37
Middlebury.....	do.....			25	0	0	12
Mishawaka.....	do.....	36	0	14	0	0	27
Montmorenci.....	do.....	23	0			0	20
Mooresville.....	do.....	25	0	30	0	0	65
Muncie.....	do.....	20	0			0	28
New Albany.....	Scribner High School (negro).....	8	0			0	21
Newburgh.....	High School.....			31	31		
Newtown.....	do.....	8	20	3	8		
North Salem.....	do.....		0	0	20		
Oxford.....	do.....	40	8			0	30
Paoli.....	do.....	12	0	11	18	0	13
Parker.....	Monroe Township High School.....	22	0			0	27
Pennville.....	High School.....	25	0	12	0	0	25
Poseyville.....	do.....	18	0			0	32
Rensselaer.....	do.....					0	30
Riley.....	do.....	14	0			0	26
Rushville.....	do.....					0	54
Salem.....	do.....	45	0			0	40
Scipio.....	do.....			4	4	0	21
Shelbyville.....	do.....	76	0			0	60
South Bend.....	do.....	124	2	5	2	0	53
Star City.....	do.....	10	0	11	0	0	34
Summitville.....	do.....	28	0			0	30
Terre Haute.....	Garfield High School.....	56	0			0	61
Do.....	Wiley High School.....	39	0	7	16	0	47
Valley Mills.....	High School.....					0	16

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>INDIANA—contd.</b>							
Vevay	High School			18	11	0	34
Wabash	do	30	0			0	15
Warsaw	do			14	0	0	40
Washington	do	25	0	5	10	0	25
Waterloo	do	15	0	9	18	0	24
Westfield	Washington Township High School			25	0	0	25
West Lebanon	High School			15	10	0	15
Westport	do			14	0	0	25
West Terre Haute	do	20	0	11	0	0	18
Whiteland (R. F. D., No. 15.)	Clark Township High School			18	0	0	22
Whiting	High School	41	0			0	33
<b>IOWA.</b>							
Ackley	High School	30	0			0	28
Albia	do	20	0				
Algona	do	36	0	8	20	0	36
Alta	do			9	12		
Bedford	do	90	16	5	9	0	24
Boone	do	20	0	8	16	0	23
Burlington	do	57	0			0	115
Chariton	do	30	7	6	28	0	32
Charles City	do	38	7	10	2	0	53
Cherokee	do	10	0	4	16	0	33
Clarinda	do			12	13		
Clarion	do	35	6	5	4	0	29
Clear Lake	do	50	0	20	0	0	30
Cole	do	15	0	3	1	0	21
Corning	do					0	65
Correctionville	do			3	5	0	20
Corydon	do			8	13	0	26
Cresco	do			9	16	0	16
Creston	do	45	0	20	0	0	65
Davenport	do	104	0			0	102
Decorah	do	10	12			0	30
Denison	do	37	34	11	0	0	14
Des Moines	North Des Moines High School	42	0				
Dubuque	High School	48	2	7	6	0	90
Earlham	Academy and High School			11	17	0	17
Fairfield	High School	38	0	10	17	0	61
Forest City	do	17	0			0	27
Goldfield	do	34	0	11	0	0	48
Greenfield	do			15	10		
Grinnell	do	39	0	4	3	0	42
Griswold	do	25	0	3	11	0	46
Harlan	do			10	8	0	28
Hawarden	do	5	0	35	22	0	4
Humboldt	do			14	8	2	43
Independence	do	22	0	2	8	0	49
Inwood	do					0	30
Iowa Falls	do	30	2			0	45
Kaskaskia	do	35	0			0	60
Kirkman	do	10	1	6	4	0	20
Laurens	Central High School	18	0	6	0	0	23
Marengo	High School			20	3		
Marion	do	63	0			0	80
Marshalltown	do	49	0	19	4	0	60
Mason City	do	59	0	3	15	0	77
Missouri Valley	do	21	3				
Montezuma	do	40	4			0	34
Muscatine	do	29	15				
Nevada	do	12	10				
Newton	do	20	0	1	20	0	25
North English	do			15	15	3	9
Oakland	do	36	0	5	23	0	19
Oswein	do	45	0			0	49
Oswayo	do	24	2				

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>IOWA—continued.</b>							
Oscola.....	High School.....	12	7	18	14	0	8
Oskaloosa.....	do.....	24	0			0	30
Preston.....	do.....			18	9		
Red Oak.....	do.....	30	0	20	0	0	69
Rock Rapids.....	do.....	18	0			0	45
Rock Valley.....	do.....	15	0			0	24
Sac City.....	do.....			15	15	0	20
Shell Rock.....	do.....	37	0	37	33	0	33
Thurman.....	do.....			7	13		
Villisca.....	do.....			7	33	0	21
Walker.....	do.....			15	16	0	10
Washington.....	do.....	35	0				
Waterloo.....	East Waterloo High School.....	101	0	20	5	0	127
Waverly.....	High School.....	77	0	25	30	0	114
Webster City.....	do.....			10	13	0	17
West Liberty.....	do.....	13	0	56	0	0	49
What Cheer.....	do.....	18	10	5	6	0	20
<b>KANSAS.</b>							
Abilene.....	High School.....	36	0	18	0	0	36
Alma.....	do.....			0	24		
Altamont.....	Labette County High School.....	27	1	12	10	0	28
Arkansas City.....	High School.....	66	50	8	28	0	42
Beloit.....	do.....	38	0	13	2	0	42
Burlingame.....	do.....	20	0			0	25
Caney.....	do.....	19	0	8	11	0	37
Chanute.....	do.....			60	0		
Clay Center.....	Clay County High School.....	40	0	9	6	0	59
Clifton.....	High School.....	12	0	14	0	0	28
Coffeyville.....	do.....	63	1	15	5	0	60
Concordia.....	do.....	32	0			0	4
Cottonwood Falls.....	Chase County High School.....	12	0	10	2	0	30
Effingham.....	Atchison County High School.....	15	0	20	0	0	19
El Dorado.....	High School.....	33	0	14	10	0	88
Ellinwood.....	do.....	20	0	19	0	0	22
Ellsworth.....	do.....	38	0	11	0	0	27
Eureka.....	do.....	34	0	10	0	0	13
Frankfort.....	do.....			16	0	0	54
Garden City.....	do.....	10	0	6	2	0	20
Garnett.....	do.....	18	0			0	42
Girard.....	do.....	41	0	10	2	0	78
Great Bend.....	do.....			10	40		
Hays.....	do.....	11	0			0	22
Hiawatha.....	do.....	22	0	5	1	0	27
Holsington.....	do.....	35	0	12	6	0	40
Horton.....	do.....	31	0			0	31
Howard.....	do.....	18	0	9	11	0	13
Hutchinson.....	do.....	117	0			0	102
Jewell.....	do.....	16	0	23	0	0	25
Kansas City.....	Argentine High School.....	33	0				39
Do.....	Sumner High School (negro).....	69	0			6	93
Kimcald.....	High School.....	8	0	10	12	0	10
Kingman.....	do.....	54	0	16	0	0	60
Kinsley.....	do.....	12	0	28	0	0	28
La Cresse.....	do.....			23	0		
La Harpe.....	do.....			5	3	0	24
Lawrence.....	do.....	150	0			0	160
Le Roy.....	do.....	16	0	8	10	0	22
Lincoln.....	do.....	5	0	8	12	0	24
Longton.....	do.....			15	17		
McPherson.....	do.....	22	0	10	8	0	40
Mankato.....	do.....			20	0	0	16
Marion.....	do.....	20	0	7	0	0	30
Neodesha.....	do.....	12	0	4	0	0	20
Newton.....	do.....	80	0	20	0	0	58
Nickerson.....	Reno County High School.....	40	0	44	35	0	68
Olathe.....	High School.....	66	0			0	49
Onaga.....	do.....			7	2	0	28

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>KANSAS—contd.</b>							
Oswatimie.....	High School.....	19	0	5	13	0	34
Osborne.....	do.....	27	0	9	0	0	36
Ottawa.....	do.....	37	0	20	30	0	60
Paxico.....	do.....			8	13		
Peabody.....	do.....	13	0	13	6	0	35
Phillipsburg.....	do.....					0	30
Pleasanton.....	do.....	19	0	16	8	0	45
Powhattan.....	do.....			16	27		
Pratt.....	do.....	24	0	13	0	0	28
Rossville.....	do.....	8	0	18	0	0	32
Russell.....	do.....	2	0	25	5	0	40
Sabetha.....	do.....	9	0	12	8	0	16
St. John.....	do.....	24	1	6	3	0	19
Salina.....	do.....	55	0	8	2	0	98
Smith Center.....	do.....	70	0	20	14	0	52
Sterling.....	do.....	36	0	13	5	0	74
Tonganoxie.....	do.....			15	0	0	20
Valley Center.....	do.....					0	21
Webber.....	do.....			7	13		
Wichita.....	do.....	249	2			0	272
Winfield.....	do.....	88	0	28	37	0	117
<b>KENTUCKY.</b>							
Ashland.....	High School.....			10	20		
Calhoun.....	McLean County High School.....			10	0	0	20
Covington.....	High School.....	36	0				
Dry Ridge.....	do.....			11	19		
Elizabethtown.....	Hardin County High School.....			7	0	0	20
Ewing.....	Graded High School.....			20	0	0	18
Frankfort.....	High School.....					0	79
Greenville.....	do.....	20	0	15	0		
Hickman.....	do.....			8	12		
Hopkinsville.....	do.....	34	0				
La Grange.....	La Grange and Oldham County High School.....	9	0	14	14		
Louisville.....	Central High School (negro).....	62	0			0	126
Do.....	Girls' High School.....					0	500
Do.....	Male High School.....	160	0				
Owensboro.....	High School.....	67	0	30	0	0	98
Paducah.....	do.....	20	0			0	50
Providence.....	do.....					0	24
Richmond.....	High School (negro).....					0	44
<b>LOUISIANA.</b>							
Baton Rouge.....	High School.....	75	0			0	140
Cheneyville.....	do.....					0	29
De Ridder.....	do.....					0	47
Eros.....	do.....			11	0	0	21
Franklinton.....	do.....			26	0	0	40
Gibbsland.....	do.....					0	20
Homer.....	do.....			15	0	0	30
Jeanerette.....	do.....					0	27
Jena.....	do.....					0	65
Lake Arthur.....	do.....					0	29
Lutcher.....	do.....					0	43
Marksville.....	do.....			34	0		
Minden.....	do.....			16	0	0	31
Morgan City.....	do.....					0	42
New Orleans.....	Esplanade Avenue Girls' High School.....					0	60
Do.....	Sophie B. Wright High School (girls).....					0	290
St. Francisville.....	Julius Freyhan High School.....					0	20
St. Martinville.....	High School.....					0	36
Spring Hill.....	do.....	6	0			0	30
Verda.....	do.....			25	0	0	32
Winfield.....	do.....	33	0			0	34

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>MAINE.</b>							
Auburn.....	Edward Little High School.....			27	13		
Bangor.....	High School.....	93	0				
Calais.....	Academy.....	40	0				
Portland.....	Deering High School.....	51	0			0	48
Do.....	High School.....	124	1			0	35
Rockland.....	do.....	26	0			0	26
South Portland (R. F. D. No. 6).....	Cape Elizabeth High School.....			12	17		
South Windham.....	Windham High School.....			20	0		
Turner Center.....	Leavitt Institute.....			20	1		
Westbrook.....	High School.....	36	0				
<b>MARYLAND.</b>							
Aberdeen.....	High School.....	13	0			0	28
Annapolis.....	do.....	39	0			0	101
Baltimore.....	High School (negro).....	17	73			0	421
Do.....	Western High School.....					0	476
Brookeville.....	High School.....			12	0	0	32
Brunswick.....	do.....	43	0			0	60
Centerville.....	do.....	39	0	17	0	0	75
Chestertown.....	do.....	43	0			0	75
Cumberland.....	Alleghany County High School.....	86	0			0	117
Denton.....	Caroline County High School.....	30	0	2	5	0	55
Easton.....	High School.....	40	0			0	30
Elkton.....	Cecil County High School.....	40	0			0	52
Ellicott City.....	High School.....	83	0			0	58
Federalburg.....	do.....			11	10	0	37
Frederick.....	Boys' High School.....	143	0	40	0		
Do.....	Girls' High School.....					0	142
Hagerstown.....	Washington County Female High School.....					0	195
Do.....	Washington County Male High School.....	179	0				
Havre de Grace.....	High School.....	36	0			0	45
Jarrettsville.....	do.....			16	4		
Laurel.....	do.....	23	0			0	30
Lonaconing.....	Central High School.....	38	0			0	77
Middletown.....	High School.....			22	0		
North East.....	do.....	15	0			0	23
Oakland.....	do.....	43	0			0	57
Pocomoke City.....	Pocomoke High School.....	41	0			0	91
Reisterstown.....	Franklin High School.....	77	0			0	78
Rock Hall.....	High School.....	18	0			0	27
Sandy Spring.....	Sherwood High School.....			26	0	0	27
Sharptown.....	High School.....	11	0	11	0	0	28
Snow Hill.....	do.....	32	0			0	46
Stockton.....	do.....	10	0			0	23
Towson.....	do.....	88	0			0	78
Westminster.....	do.....	30	0			0	57
Williamsport.....	do.....	20	0			0	29
<b>MASSACHUSETTS.</b>							
Amesbury.....	High School.....	74	0			0	108
Belmont.....	do.....	51	0			0	40
Beverly.....	do.....	185	0				
Boston.....	Dorchester High School.....	127	16			0	282
Do.....	East Boston High School.....	110	114				
Do.....	Hyde Park High School.....	28	0				
Brockton.....	High School.....	74	29			6	122
Cambridge.....	High and Latin School.....					0	34
Chicopee.....	High School.....	33	0				
Clinton.....	do.....	30	0				
Cohasset.....	do.....	29	0			0	22
Concord.....	do.....	41	0	23	0		43
Everett.....	do.....	143	0			0	78
Fitchburg.....	do.....	177	0				
Gardner.....	do.....	55	0				
Gloucester.....	do.....					0	42

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>MASSACHUSETTS—continued.</b>							
Greenfield.....	High School.....	44	0			0	24
Holden.....	do.....	24	0			0	31
Holyoke.....	do.....	120	0				
Lowell.....	do.....	162	0				
Lynn.....	English High School.....	216	0			0	305
Do.....	Evening High School.....	140	10			0	25
Nantucket.....	High School.....	22	17			0	33
North Attleboro.....	do.....	20	0			0	20
Peabody.....	do.....	37	1				
Quincy.....	do.....	113	0	94	0	0	90
Salem.....	Classical and High School.....	89	0				
Somerville.....	High School.....	75	0				
Stow.....	Hale High School.....		9			0	25
Swampscott.....	High School.....	79	0				
Waltham.....	do.....	115	0			0	49
Winthrop.....	do.....	68	0			0	40
Worcester.....	Classical High School.....	81	0				
Do.....	English High School.....	94	0				
Do.....	South High School.....	88	0				
<b>MICHIGAN.</b>							
Adrian.....	High School.....	50	0	5	5	0	50
Ann Arbor.....	do.....					0	79
Bancroft.....	do.....			10	11		
Bangor.....	do.....	50	0	50	35	0	12
Battle Creek.....	do.....	15	0			0	109
Bay City.....	Eastern High School.....	76	0	22	0	0	31
Do.....	Western High School.....	50	0	9	0	0	30
Big Rapids.....	Central High School.....	20	0			0	20
Brown City.....	High School.....			12	10		
Calumet.....	do.....	189	0			0	222
Cassopolis.....	do.....			40	1		
Charlotte.....	do.....			24	8		
Clarksville.....	do.....			10	21		
Croswell.....	do.....			14	16		
Crystal Falls.....	do.....	25	0			0	45
Detroit.....	Eastern High School.....	559	88			0	595
Dowagiac.....	High School.....			10	0	0	20
East Jordan.....	do.....			18	22		
East Tawas.....	do.....	16	4				
Eaton Rapids.....	do.....	11	2			0	27
Ewart.....	do.....			11	46		
Fennville.....	do.....			35	46		
File Lake.....	do.....			11	20	0	20
Flushing.....	do.....	11	0	18	2		
Grand Rapids.....	Union High School.....	63	0			0	41
Hart.....	High School.....			21	19		
Iron Mountain.....	do.....	37	0			0	77
Iron River.....	do.....	23	0				34
Ironwood.....	Luther L. Wright High School.....	136	0			0	225
Ishpeming.....	High School.....	50	0			0	54
Kingsley.....	do.....			10	17		
Ludington.....	do.....	25	0	9	0	0	25
Manistee.....	do.....	12	0	20	0	0	25
Marquette.....	Howard High School.....	60	0			0	70
Monroe.....	High School.....	10	0	7	0	0	33
Montgomery.....	do.....	12	0	4	0	0	22
Negaunee.....	do.....	56	0			0	50
Niles.....	do.....	12	0			0	44
North Adams.....	do.....			23	0	0	8
Norway.....	do.....	47	0				
Otsego.....	do.....			23	0		
Palmersdale.....	Adams Township High School.....	42	6			3	63
Portland.....	High School.....			20	14	0	16
Quincy.....	do.....			20	5		
Saginaw.....	East Side High School.....	65	0	7	0	0	125
Saginaw West Side.....	Arthur Hill High School.....	22	0			0	35

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>MICHIGAN—contd.</b>							
South Haven.....	High School.....	25	0	5	0	0	15
Stambaugh.....	do.....	27	0			0	45
Tustin.....	do.....			19	35		
Union City.....	do.....			20	10		
Wicksburg.....	do.....	18	0			0	24
Wakefield.....	Wakefield Township High School.....	33	0			0	37
Watervliet.....	High School.....			22	18		
<b>MINNESOTA.</b>							
Ada.....	High School.....			25	0	0	54
Albert Lea.....	do.....	50	0	31	0	0	25
Annandale.....	do.....			30	0	0	35
Argyle.....	do.....	17	0	17	0	0	44
Austin.....	Franklin High School.....	75	0	30	30	0	112
Bagley.....	High School.....	14	0	15	28	0	30
Beardsley.....	do.....			15	0	0	20
Blue Earth.....	do.....	77	0	77	26	0	90
Brainerd.....	do.....					0	80
Breckenridge.....	do.....	19	0	22	12	0	18
Buffalo.....	do.....			36	41	6	63
Cambridge.....	do.....	23	0			0	32
Canby.....	do.....	30	0	20	0	0	50
Chatfield.....	do.....			24	0	0	37
Chisholm.....	do.....	23	0			0	21
Clinton.....	do.....	19	0	5	4	0	22
Cloquet.....	Lincoln High School.....	40	0	39	28	0	58
Cokato.....	High School.....	35	0	8	0	0	81
Cottonwood.....	do.....					0	24
Dassel.....	do.....	20	11	19	11	0	24
Deer River.....	do.....	12	0			1	31
Detroit.....	do.....	30	0	37	43	0	50
Dodge Center.....	do.....	34	0	23	0	0	20
Duluth.....	Central High School.....	225	0				
East Grand Forks.....	High School.....	30	10	20	0	0	43
Elk River.....	do.....			7	4	0	28
Fairfax.....	do.....	10	0			0	26
Fairmont.....	do.....	31	0			2	40
Faribault.....	do.....	42	0				
Fergus Falls.....	do.....			20	8		
Gilbert.....	do.....	29	0			0	20
Glenwood.....	do.....	20	1				
Grand Rapids.....	do.....	25	0			0	20
Granite Falls.....	do.....	25	8	18	8	0	39
Harmony.....	do.....	15	0	22	13	0	23
Hastings.....	do.....	20	0	14	0	0	40
Hinckley.....	do.....	20	0			1	20
Jackson.....	do.....	10	0	20	0	0	18
Lake City.....	do.....	42	0	16	0	0	60
Lakefield.....	do.....	14	0	13	0	0	26
Lake Park.....	do.....	28	0			0	27
Lanesboro.....	do.....	12	1	14	6	0	21
Le Sueur.....	do.....	18	0			0	30
Litchfield.....	do.....	30	0	10	12	0	36
McIntosh.....	Agricultural High School.....	30	0	36	0	0	35
Mankato.....	High School.....	30	0	40	0	0	50
Mantorville.....	Associated Industrial High School.....	18	3	17	0	0	37
Mazeppa.....	High School.....	18	0	18	0	0	26
Melrose.....	do.....			12	0	0	24
Milaca.....	do.....	60	0	30	8	0	113
Minneapolis.....	Central High School.....	418	0			0	409
Do.....	East High School.....	261	2			0	82
Do.....	North High School.....	245	3			0	92
Do.....	South High School.....	265	0			0	51
Do.....	West High School.....	221	0			0	212
Montgomery.....	Sherman High School.....	10	0	15	9	0	35
Monticello.....	High School.....	15	0			1	56

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>MINNESOTA—contd.</b>							
Northfield	High School			30	14		
Norwood	Young America High School	22	0	27	3	4	36
Olivia	High School			32	0	9	37
Owatonna	do.			24	0		
Park Rapids	do.	17	0	6	0	0	45
Paynesville	do.	20	0				
Perham	do.	11	0			0	29
Plainview	do.			21	0	0	37
Red Lake Falls	do.	14	0	14	15	0	41
Redwood Falls	do.	52	0	65	26	0	122
Renville	do.	38	0	38	49	0	49
Royalton	do.	12	5			0	25
Rush City	do.	28	0	15	11	0	25
St. James	do.	43	0	56	0	0	59
St. Paul	Central High School	199	2			0	10
Do.	Humboldt High School	48	0			0	30
Do.	Johnson High School	60	0			0	24
Shakopee	High School	20	13	15	10	0	53
Sherburne	do.	13	0	6	14		
Slayton	do.	26	1	39	15	0	37
Spring Grove	do.	9	0			0	34
Spring Valley	do.	35	0	20	0	0	30
Stephen	do.	14	0	19	0	0	27
Stewart	Columbia High School			11	0	0	28
Stillwater	High School	68	0			0	106
Thief River Falls	do.	30	0	20	0	0	60
Tracy	do.	33	0	24	12	0	19
Two Harbors	do.	16	0	10	13	0	60
Wabasha	do.	32	0			0	34
Walker	do.	17	0			0	22
Warren	do.	15	0	16	16	0	28
Wells	do.	10	0	25	0	0	26
Willmar	do.	27	0	19	0	0	55
Windom	do.	28	0	50	32		
Winnebago City	do.	31	0	44	5	0	41
Winona	do.	80	0			0	60
Winthrop	Lincoln High School			33	0	0	54
<b>MISSISSIPPI.</b>							
Columbus	Franklin High School	30	0			0	50
Houston	High School			28	32	0	18
Jackson	Central High School					0	87
Kosciusko	High School			50	50		
Louisville	do.	30	0			0	45
McComb	do.	15	0	10	0	0	20
Meridian	do.	106	0	26	39	0	90
Tylertown	do.			9	18		
Yazoo City	do.	70	0			0	60
<b>MISSOURI.</b>							
Albany	High School			10	19		
Appleton City	do.			11	10		
Arrow Rock	do.			18	2		
Ash Grove	do.	16	0	13	4	0	32
Atlanta	do.			6	14		
Bakersfield	do.			9	14		
Bethany	do.			51	30		
Bolivar	do.			10	12		
Bumston	do.			15	16		
Burlington Junction	do.			19	16		
California	do.			16	15		
Center	do.			11	9		
Charleston	do.			12	10		
Chillicothe	Central High School	24	0	32	30	0	49
Coffey	High School			10	15		
Dixon	do.			12	10		

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>MISSOURI—contd.</b>							
Doe Run	High School			7	21		
Edgerton	do.			7	13		
Excelsior Springs	do.	37	0			0	40
Farmington	do.	30	0				
Fiat River	do.			10	18	0	24
Fredericktown	do.	38	0	18	12	0	38
Golden City	do.			10	10		
Granger	do.			12	14		
Higginsville	do.			16	7		
Holden	do.			13	28		
Independence	Central High School	60	6	12	24		
Jerico Springs	High School			10	15		
Joplin	do.	125	0	25	25	0	130
Kansas City	Central High School	297	14	10	8	0	305
Do.	Lincoln High School	112	0			0	203
Do.	Northeast High School	33	0			0	62
Do.	Westport High School	374	0			0	400
King City	High School			6	15		
Kirkwood	do.	42	0			0	30
Lebanon	do.			9	18		
Lexington	do.			4	16	0	20
Ludlow	do.			11	9		
Maitland	do.			19	27		
Marionville	do.			12	12		
Mexico	McMillan High School	8	0	20	16	0	15
Monett	High School			8	14		
Moundville	do.			15	15		
New Madrid	do.			12	10		
Norwood	do.			11	10		
Orrick	do.			29	0	0	29
Paris	do.	27	0	1	14	0	29
Perry	do.			15	5		
Perryville	do.			15	10		
Piedmont	do.			12	8		
Plattsburg	do.			15	21		
Poplar Bluff	do.	48	0	14	7	0	64
Prairie Hill	do.			23	16		
Richland	do.			8	16		
Sta. Genevieve	do.			14	9		
St. Joseph	Bartlett High School (negro)	41	0			0	59
Do.	Central High School	29	0			0	202
St. Louis	do.	264	0			0	259
Do.	Frank Louis Soldan High School	207	0			0	251
Do.	McKinley High School	332	0			0	282
Do.	Sumner High School (negro)	131	9			0	145
Do.	Yeatman High School	215	0			0	150
Seymour	High School			9	13		
Sheldon	do.			10	12		
Slater	do.			7	16		
Springfield	Lincoln High School (negro)	20	0	0	2	0	28
Thayer	High School			40	20		
Unionville	do.			15	5		
Urich	do.			13	12		
Verona	do.			13	11		
Walnut Grove	do.			18	22		
Washburn	do.			12	10		
West Plains	do.			14	9		
<b>MONTANA.</b>							
Bigtimber	Sweet Grass County High School					0	34
Billings	High School	54	0			0	40
Butte	do.	87	0			0	92
Dillon	Beaverhead County High School			16	0	0	27
Kaispell	Flathead County High School	26	0	11	0	0	47
Lewistown	Fergus County High School	35	0			0	93
Miles City	Custer County High School	30	0			0	30

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>NEBRASKA.</b>							
Alliance	High School	22	0	23	0	0	26
Bancroft	do.	20	4	25	28	0	25
Blue Hill	do.					0	25
Cambridge	do.	10	0			0	30
Columbus	do.	27	0	34	40	0	33
Creighton	do.			18	18		
Dorchester	do.			4	16		
Edgar	do.	22	0			0	37
Fairbury	do.	29	0	43	60	0	40
Falls City	do.	36	0	14	0	0	16
Germantown	do.			13	17		
Gothenburg	do.			24	13		
Greeley	do.			12	11		
Gretna	do.			12	13		
Hooper	do.	15	11	8	13		
Kearney	do.	17	5	2	9	0	12
Kimball	Kimball County High School			13	10	0	10
Lawrence	High School			8	15	0	21
Minden	do.	30	0			0	32
Morrill	do.			14	9		
Nebraska City	do.	24	0				
Nelson	do.	25	0	11	11	0	30
Oakland	do.	21	0	11	7		
Omaha	do.	240	0			0	120
Red Cloud	do.	28	0				15
St. Paul	do.	16	0	6	2	0	22
Scottsbluff	do.	66	0			0	57
South Omaha	do.	50	0	8	0	0	50
Stanton	do.	20	0			0	46
Superior	do.	20	0	16	3	0	35
Tecumseh	do.			30	0	0	32
Tekamah	do.	21	0	22	40	0	85
Valley	do.			8	12		44
Wakefield	do.	14	0			0	20
Wayne	do.	20	3			0	20
Wilber	do.	50	0			0	62
<b>NEW HAMPSHIRE.</b>							
Concord	High School	218	0			0	132
Dover	do.	61	0			0	54
Franklin	do.	33	0				
Lancaster	Academy and High School					0	30
Nashua	High School	48	0			0	20
Newport	do.					0	30
Portsmouth	do.	22	0				
<b>NEW JERSEY.</b>							
Atlantic City	High School	10	0			0	62
Bayonne	do.	127	0			0	44
Clifton	do.	21	7				
Freshhold	do.			64	16		
Hoboken	do.	67	2				
Jersey City	William L. Dickinson High School	325	0			0	247
Millville	High School	22	0			0	32
Newark	Central Commercial and Manual Training High School	214	44				
Do.	East Side Commercial and Manual Training High School	79	0			0	24
Passaic	High School	106	0			0	172
Paterson	do.	319	0			0	30
Perth Amboy	do.	20	0			0	132
Rahway	do.	117	62			0	112
Red Bank	do.	58	1			0	72
Ridgefield Park	do.	30	0			0	15
Somerville	do.			4	36		
West Orange	do.	14	6				
Woodbury	do.					0	35

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>NEW MEXICO.</b>							
Alamogordo.....	Otero County High School.....	8	4	14	18	0	16
Deming.....	High School.....	45	0			0	55
Roswell.....	do.....					0	41
Socorro.....	do.....	20	0	20	12	0	12
<b>NEW YORK.</b>							
Albion.....	High School.....			23	12		
Auburn.....	Academic High School.....	25	0			0	20
Batavia.....	High School.....			11	14		
Binghamton.....	Central High School.....	102	5				
Brooklyn.....	Bushwick High School.....	174	0				
Carthage.....	High School.....					0	20
Corning.....	North Side High School.....	29	0			0	32
Dunkirk.....	High School.....	35	0			0	40
East Syracuse.....	do.....					0	35
Elmira.....	Free Academy.....	30	0			0	82
Fayetteville.....	High School.....					0	30
Freeville.....	Hunt Memorial School.....	30	0	5	0	0	7
Gloversville.....	High School.....	18	0			0	23
Granville.....	do.....					0	22
Greigsville.....	do.....			10	0	1	20
Hamburg.....	do.....			27	0		
Liberty.....	do.....			21	0		
Little Valley.....	do.....			20	0		
Long Island City.....	Bryant High School.....	289	0			0	493
Lowville.....	Academy.....			25	0	0	30
Moravia.....	High School.....			14	7		
Mount Vernon.....	do.....	19	0			0	25
New Rochelle.....	do.....					8	52
New York.....	Wadleigh High School.....					0	274
Do.....	Washington Irving High School.....	0	3,163			0	1,094
Niagara Falls.....	High School.....	128	20			0	75
Olean.....	do.....	180	0			0	230
Penn Yan.....	Academy.....			30	0	0	20
Port Chester.....	High School.....	58	0			0	
Poughkeepsie.....	do.....					0	75
Pulaski.....	Academy.....			31	0		
Schenectady.....	High School.....	49	0			0	236
Spencer.....	do.....			20	0		
Springville.....	Griffith Institute.....					0	35
Syracuse.....	North High School.....	52	0			0	79
Walton.....	High School.....	25	4	11	0	0	15
<b>NORTH CAROLINA.</b>							
Charlotte.....	High School.....					0	223
Colerain.....	do.....			10	11		
East Durham.....	do.....					0	58
High Point.....	do.....					0	80
Holly Springs.....	do.....			23	0	0	17
Jamestown.....	do.....			22	0	0	26
Marion.....	do.....					0	25
Nebo.....	do.....			14	0	0	20
Raleigh.....	do.....					0	91
Washington.....	do.....	43	0				
Wilmington.....	do.....					0	176
Zebulon (R. F. D.).....	Wakelon High School.....			16	0	0	20
<b>NORTH DAKOTA.</b>							
Aneta.....	High School.....	24	4			0	16
Berthold.....	do.....					0	22
Bottineau.....	do.....	14	6	4	0	2	12
Denbigh.....	Graded School.....	6	0	10	10	0	6
Grafton.....	High School.....	28	0	39	0	0	31
Hettinger.....	do.....	20	0			0	7
Hillsboro.....	do.....	16	0			0	21
Hope.....	do.....	19	5			0	18
Jamestown.....	do.....	6	0			0	44

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>NORTH DAKOTA—continued.</b>							
Kenmare.....	High School.....	15	1			0	40
Minto.....	do.....	24	0	4	3	0	30
Valley City.....	do.....	45	0	5	4	0	34
Williston.....	Central High School.....	23	0			0	25
<b>OHIO.</b>							
Akron.....	Central High School.....	132	0			0	68
Do.....	South High School.....	116	0			0	94
Ashtabula.....	Harbor High School.....	20	0				
Aurora.....	High School.....			10	10		
Avon.....	do.....			8	12		
Barberton.....	Lincoln High School.....	60	0			0	107
Bellairs.....	High School.....	65	0			0	85
Buiford.....	do.....			8	12		
Byersville.....	do.....					0	24
Cambridge.....	Brown High School.....					0	35
Canal Winchester.....	High School.....			12	10		
Celina.....	do.....	87	0	12	10	0	62
Cincinnati.....	Hughes High School.....	285	0			0	346
Do.....	Walnut Hills High School.....					0	140
Do.....	Woodward High School.....	363	0			0	431
Cleveland.....	Lincoln High School.....	60	0				
Commercial Point.....	Scioto Township High School.....			20	22		
Conneaut.....	High School.....	65	0			0	67
Coshocton.....	do.....	25	0	12	0	0	6
Dayton.....	Steele High School.....					0	104
Dillonvale.....	High School.....			16	15		
Dunkirk.....	do.....			16	18		
Elyria.....	do.....	88	0			29	57
Findlay.....	do.....	99	0			0	90
Galion.....	do.....	71	0				
Greenville.....	do.....	80	0			0	70
Hamilton.....	do.....	127	0	30	22	0	180
Hamlet.....	do.....			12	14		
Kent.....	do.....			25	21		
Lakewood.....	do.....	82	0				
Lima.....	do.....	108	0			0	104
Lockland.....	do.....	25	0	16	32	0	44
Logan.....	do.....			14	9		
Marengo.....	do.....			14	8		
Mount Vernon.....	do.....	27	1			0	40
Nashport.....	Licking Township High School.....			11	17		
New Bremen.....	High School.....	14	0			0	22
New Milford (R. F. D.).....	Edinburg Township High School.....			16	13		
Niles.....	High School.....	65	0	22	0	0	75
Norwalk.....	do.....	28	0	1	15	0	25
Ottoville.....	do.....			10	10		
Oxford.....	do.....	25	0			0	35
Sabina.....	do.....			38	53		
Shawnee.....	do.....			18	10		
Shelby.....	do.....	65	0			0	70
Springfield.....	Central High School.....	68	0			0	438
Tiffin.....	Columbian High School.....	79	0			0	115
Tippecanoe City.....	High School.....	15	0	12	21		
Toledo.....	East Side High School.....	10	0			0	22
Wheelerburg.....	High School.....			12	8		
Willoughby.....	do.....	5	0	14	10		
Wilmington (R. F. D. No. 3).....	Chester Township High School.....			21	0	0	17
Wooster.....	High School.....			28	0		
Youngstown.....	South High School.....	76	0			0	96
<b>OKLAHOMA.</b>							
Arapaho.....	High School.....			25	0	0	20
Ardmore.....	do.....	47	7			0	36
Blackwell.....	do.....	24	0			0	22

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>OKLAHOMA—contd.</b>							
Chelsea.....	High School.....	7	0			0	22
Claremore.....	Eastern University Preparatory School.....	15	0	5	0	0	22
Clinton.....	High School.....	27	0			0	61
Comanche.....	do.....	38	0			0	37
Hickory.....	do.....			13	11	0	11
Holdenville.....	do.....			16	8	10	25
Kiefer.....	do.....			14	6	7	19
Lawton.....	do.....	65	0			0	103
Lehigh.....	do.....			12	16	0	18
Mangum.....	do.....	26	0			0	28
Marlow.....	do.....					0	30
Marshall.....	do.....			17	0	0	30
Muskogee.....	Central High School.....	35	0	10	0	0	77
Norman.....	High School.....	40	0			3	62
Nowata.....	do.....					0	44
Oklahoma.....	Douglass High School (negro).....	35	0			0	68
Do.....	High School.....	250	3			0	610
Pawhuska.....	do.....					0	52
Ryan.....	do.....			14	16		
Sapulpa.....	do.....	25	0			0	30
Shawnee.....	do.....	32	0			0	29
<b>OREGON</b>							
Astoria.....	High School.....	32	0			0	25
Bandon.....	do.....					0	20
Burns.....	Harney County High School.....			21	0	0	27
Clatskanie.....	High School.....	20	0			0	18
Corvallis.....	do.....	60	0			0	65
Cottage Grove.....	do.....					0	60
Dallas.....	do.....					0	40
Eugene.....	do.....	31	0			24	180
Forest Grove.....	do.....	20	0			0	50
Grants Pass.....	do.....	42	0			0	44
Hood River.....	do.....	30	10	12	8	5	75
Klamath Falls.....	Klamath County High School.....	30	0	18	0	0	50
La Grande.....	High School.....	30	0			0	21
Marshfield.....	do.....	12	0			15	60
Newberg.....	do.....			14	16	0	80
North Bend.....	do.....					0	44
Oregon City.....	do.....	25	0				
Pendleton.....	do.....	13	0	25	0	0	31
Portland.....	Jefferson High School.....	103	0			0	127
Do.....	Lincoln High School.....	8	1			0	163
Do.....	Washington High School.....	146	0			0	185
Scio.....	High School.....					0	23
Springfield.....	do.....	20	0			0	20
The Dalles.....	do.....	40	0			0	50
Union.....	do.....	16	0	5	6	0	30
Woodburn.....	do.....	16	0			0	31
<b>PENNSYLVANIA.</b>							
Altoona.....	High School.....	277	0				
Athens.....	do.....	34	0			0	60
Beaver Falls.....	do.....	40	0			0	30
Bellefonte.....	do.....	96	0	10	0		
Bethel.....	do.....			15	9		
Bethlehem.....	do.....	84	0				
Bloomington.....	Hilltown Township High School.....			25	11		
Buckingham.....	High School.....			7	15		
Corry.....	do.....	45	0			0	50
Easton.....	do.....	76	0			0	80
Erie.....	Manual Training School.....	80	0				
Gettysburg.....	High School.....	42	0			0	74
Hershey.....	do.....			12	9	4	11
Honesdale.....	do.....	80	0			0	80
Monesdale.....	do.....			26	0		
Huntingdon.....	do.....			14	22	0	16

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>PENNSYLVANIA—continued.</b>							
Jamison City (R. F. D. No. 1).	Sugarloaf Township High School			19	27		
Johnstown	High School	59	0				
Kane	do.	83	0			0	74
Kittanning	do.	44	0			0	38
Lebanon	do.	31	0			0	20
Loganton	do.			16	14		
Mercer	do.			23	0		
Mount Jewett	do.			8	12		
Mount Pleasant	Borough High School	64	0			0	78
Nesquehoning	March Chunk Township High School	30	0			0	30
Norristown	High School	78	0				
Oakmont	do.	40	0			0	67
Philadelphia	Central High School	201	0				
Do.	Southern High School	373	0				
Do.	William Penn High School for Girls					0	197
Pittsburgh	Allegheny High School	134	0			0	88
Do.	South High School	43	0			0	20
Princeton	High School			12	13		
Reading	Evening High School	160	0				
Do.	High School for Boys	126	0				
Do.	High School for Girls					0	215
Rearring Spring	High School			27	27		
Salina	Bell Township High School			11	11		
Scottsdale	High School	100	0			0	128
Sharon	do.	122	0			0	160
Sheffield	do.	30	0			0	18
Sonderton	do.					0	37
Swissvale	Edgewood High School	41	0			0	35
Tidioute	Hunter Memorial High School	15	0			0	35
Turtle Creek	Union High School					0	114
Tyros	High School	80	0			0	98
Washington	do.	144	0			0	180
Waterford	Borough and Township High School			20	0		
Wayne	Radnor High School	34	0			0	20
Wilkes-Barre	High School	235	0			0	151
Wilkes-Barre (R. F. D. No. 1).	Hanover Township High School	33	0				
Williamsport	High School	20	0				
York	do.	142	0				
<b>RHODE ISLAND.</b>							
Newport	Rogers High School	24	0			0	41
Westerly	High School	34	0				
Woonsocket	do.	60	0				
<b>SOUTH CAROLINA.</b>							
Beaufort	High School (negro)			5	10	0	22
Charleston	Memminger High and Normal School					0	48
Columbia	High School	113	0			0	201
Do.	Howard High School (negro)	33	0			0	111
Dillon	High School	34	0	34	35	0	35
Latta	do.	4	0	9	2	0	33
Leeville (R. F. D. No. 7).	Delmar Collegiate Institute			15	10		
Marion	High School	58	0			0	65
Rome	Union High School			17	18	0	2
Sumter	Lincoln Graded School (negro)	39	0			0	79
<b>SOUTH DAKOTA.</b>							
Aberdeen	Central High School	52	0			0	73
Brookings	High School	27	0			0	21
Deadwood	do.	30	0			0	53

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>SOUTH DAKOTA—continued.</b>							
Lake Preston.....	High School.....	10	9			0	35
Millbank.....	do.....					0	20
Parker.....	do.....	38	0				
Sioux Falls.....	Washington High School.....	34	0				
Vermillion.....	High School.....					0	40
Yankton.....	do.....	28	0				
<b>TENNESSEE.</b>							
Athens.....	McMinn County High School.....			14	0	0	22
Benton.....	Polk County High School.....			14	0	0	30
Blountville (R. F. D. No. 2).....	Holston Institute and High School.....			14	16		
Carthage.....	High School.....			21	0	0	26
Chattanooga.....	Central High School of Hamilton County.....	58	0			0	35
Do.....	Howard High School (negro).....					0	70
Chuckey.....	High School.....			15	0	0	23
Clinton.....	do.....	20	0				
Columbia.....	Central High School.....	34	0	15	5	0	49
Concord (R. F. D. No. 1).....	Farragut High School.....			41	33	0	33
Corryton (R. F. D. No. 1).....	Gibbs High School.....	12	0	23	42	0	20
Covington.....	Byars-Hall High School.....			32	0	0	24
Crossville.....	Cumberland County High School.....			5	0	0	20
Dandridge.....	Mauzy High School.....					4	24
Dyersburg.....	High School.....					0	20
Elizabethton.....	do.....			3	18	0	16
Fayetteville.....	Lincoln County High School.....			30	0	1	40
Fountain City.....	Knox County Central High School.....	55	0			0	117
Hixson.....	High School.....			43	0	0	45
Jackson.....	do.....					0	120
Jasper.....	Marion County High School.....			38	1	1	46
Jelico.....	High School.....			12	0	0	26
Jonesboro (R. F. D. No. 9).....	Sulphur Springs High School.....			8	0	0	20
Knoxville.....	Austin High School (negro).....	31	0			0	68
Do.....	High School.....	25	0				
Knoxville (R. F. D. No. 13).....	Young High School.....	27	0			0	70
Lawrenceburg.....	Lawrence County High School.....			21	0	0	39
Lewisburg.....	High School.....			30	0	0	50
Lexington.....	Henderson County High School.....			54	0	0	53
Liberty.....	Liberty County High School.....					0	30
Lynnville.....	Robert Jones High School.....			25	0	0	30
Memphis.....	Central High School.....	60	0			0	217
Mercer.....	High School.....			5	0	0	20
Moshelm.....	do.....			32	0	0	23
Nashville.....	Hume-Fogg High School.....	115	0	12	0	0	240
Paris.....	E. W. Grove—Henry County High School.....			64	0	0	85
Pinson.....	High School.....			25	0	0	54
Sale Creek.....	do.....			27	0	0	38
Spring City.....	do.....			9	11		
Sweetwater.....	Monroe County High School.....			9	0	0	20
Tazewell.....	Claiborne County High School.....			14	1	0	31
Tyner.....	Hamilton County High School.....			31	0	0	27
Union City.....	High School.....					0	32
<b>TEXAS.</b>							
Alvarado.....	High School.....			15	14		
Asherton.....	do.....			14	17		
Aubrey.....	do.....			10	12		
Austin.....	do.....	167	1			1	212
Bay City.....	do.....	35	0			0	35
Beaumont.....	do.....	68	0			0	162
Do.....	South Park High School.....	22	0	22	0	0	9

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
TEXAS—continued.							
Belton.....	West Belton High School (negro)			15	30		
Bonham.....	High School.....	63	0	7	0	0	93
Bryan.....	do.....	50	0				
Childress.....	do.....	20	0			0	30
Cleburne.....	do.....			18	0	0	64
Coleman.....	do.....					0	37
Comanche.....	do.....					3	32
Conroe.....	do.....	21	0			0	20
Cookville.....	do.....			15	12		
Cooper.....	do.....	27	0			0	25
Corpus Christi.....	do.....					0	40
Corsicana.....	do.....					0	50
Cuero.....	do.....	30	0				
Dallas.....	do.....	246	0	46	83	0	397
Do.....	High School (negro).....	80	0			0	152
Do.....	Oak Cliff High School.....	70	2			0	175
Denton.....	High School.....			30	0	0	124
Dublin (R. F. D. No. 8).....	Purves High School.....			14	9		
El Paso.....	Douglass High School (negro).....	5	0			0	23
Fort Worth.....	High School.....	125	0			0	161
Do.....	High School (negro).....	65	0	65	0	0	69
Franklin.....	High School.....			8	16		
Gameville.....	do.....					0	60
Galveston.....	Ball High School.....	117	0				167
Do.....	Central High School (negro).....	30	0			0	52
Garrison.....	High School.....			15	0	0	20
Gatesville.....	do.....			12	18	0	3
Godley.....	do.....			12	17		
Greenville.....	do.....	50	0			0	76
Hallettsville.....	do.....	20	0				
Honey Grove.....	do.....	33	0			0	40
Houston.....	do.....	218	0				413
Do.....	High School (negro).....	106	0			0	178
Houston Heights.....	High School.....	36	7			0	59
Huntsville (R. F. D. No. 1).....	Houston Industrial and Training School (negro).....	24	2	24	14	0	54
Indian Gap.....	High School.....			11	14		
Jacksonville.....	do.....					0	21
Jefferson.....	do.....					0	26
Kaufman.....	do.....					0	35
Krum.....	do.....			19	11		
Lewisville.....	do.....			10	12		
Lindale.....	do.....			15	0	0	35
Lufkin.....	do.....	30	0			0	20
McGregor.....	do.....			16	18	0	14
McKinney.....	do.....	57	0			0	71
Marlin.....	do.....	15	0	26	5	0	60
Marshall.....	Central High School (negro).....	40	5	30	10	0	95
Do.....	High School.....	37	0	19	11	0	70
Merit.....	do.....			16	11		
Miles.....	do.....			20	9		
Mullin.....	do.....			13	9		
Navasota.....	do.....	14	0			0	30
Paris.....	Gibbons' High School (negro).....					0	44
Do.....	High School.....	140	0			0	176
Ponder.....	Agricultural High School.....			10	13		
Poolville.....	High School.....			16	18		
Rochele.....	do.....			37	42		
San Angelo.....	do.....	40	0			0	35
San Marcos.....	do.....	39	0			0	63
Stamford.....	do.....			20	0	0	17
Sweetwater.....	do.....	50	0			0	58
Taylor.....	do.....	38	0				
Texarkana.....	do.....	25	8	16	0	0	45
Van Alstyne.....	do.....	36	0	36	0	0	40
Victoria.....	High School (negro).....	10	0			0	33
Waco.....	A. J. Moore High School (negro).....	27	0			0	50
Do.....	High School.....	100	0			0	175
Waeider.....	do.....			14	15		
Walnut Springs.....	do.....			22	30		
Winnaboo.....	do.....	20	0	21	20	0	33

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>UTAH.</b>							
American Fork.....	High School.....	16	0	27	0	0	28
Eureka.....	Tintie High School.....	26	0			0	11
Kamas.....	South Summit High School.....			22	0	0	27
Manti.....	South Saupete High School.....	46	0	50	0		
Monroe.....	High School.....			23	0	0	37
Morgan.....	do.....	18	0	15	0	0	24
Moroni.....	do.....			37	0	0	43
Nephi.....	do.....	18	0	30	0	0	45
Ogden.....	do.....	53	90	55	25	0	130
Park City.....	do.....					0	40
Price.....	Carbon County High School.....	23	0	18	0	0	36
Provo.....	High School.....			41	0		
Richfield.....	Sevier High School.....			58	0	0	75
Roosevelt.....	Wasatch High School (No. 2).....			36	0	0	38
Salina.....	Sevier High School.....			22	0	0	20
Salt Lake City.....	Salt Lake High School.....	148	0			0	133
Sandy (R. F. D. No. 2).....	Jordan High School.....			128	0	0	132
Spanish Fork.....	High School.....	60	0	60	0	0	60
Tooele.....	do.....	24	0			0	28
<b>VERMONT.</b>							
Burlington.....	High School.....	112	0			0	91
Essex Junction.....	do.....					0	33
Rutland.....	do.....	20	0			0	85
Springfield.....	do.....	21	0			0	60
Vergennes.....	do.....			26	0		
<b>VIRGINIA.</b>							
Charlottesville.....	High School.....			10	10		
Chatham (R. F. D. No. 3).....	Climax High School.....			11	11		
Lincoln.....	High School.....			20	10		
Moneta.....	do.....			14	15		
Norfolk.....	Matthew Fontaine Maury High School.....	140	0			0	104
Petersburg.....	High School.....	8	0			0	24
Portsmouth.....	do.....					0	182
Remington.....	do.....			11	15		
Richmond.....	Armstrong High School (negro).....					0	102
Do.....	John Marshall High School.....	67	0			0	59
Roanoke.....	High School.....	37	0			0	88
Shenandoah.....	do.....			13	22		
Staunton.....	do.....					0	55
Suffolk.....	Jefferson High School.....					0	96
Turbeville.....	Agricultural High School.....	6	0	6	0	0	26
<b>WASHINGTON.</b>							
Arlington.....	High School.....	20	0	12	9	0	18
Auburn.....	do.....	35	0			0	18
Bellingham.....	Whatcom High School.....	58	0			0	65
Burlington.....	High School.....	25	0	8	3	0	36
Chewelah.....	Jenkins High School.....	9	0			0	37
Colfax.....	High School.....	16	0			0	24
Davenport.....	do.....	35	0			0	30
Deer Park.....	do.....	18	1			1	25
Ellensburg.....	do.....	17	0	4	0	0	36
Elma.....	do.....	17	0			0	28
Enumclaw.....	Union High School.....	22	0	2	0	0	50
Everett.....	High School.....	103	0			0	97
Goldendale.....	do.....	12	0			0	27
Kennewick.....	do.....	17	0	19	0	0	23
Kelso.....	do.....	20	0			0	16
Kirkland.....	do.....	20	0	21	0	0	19
Leavenworth.....	Union High School.....	14	1			0	24
North Yakima.....	High School.....	45	1			0	30
Palouse.....	do.....	35	0			0	40

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>WASHINGTON—CON.</b>							
Pomeroy.....	High School.....	51	0			0	54
Port Townsend.....	do.....	12	0			0	20
Pullman.....	do.....	28	4			0	30
Renton.....	do.....	23	6		1	0	24
Ritsville.....	do.....	17	4	7	3	0	24
Rossalia.....	do.....	33	0			0	47
Seattle.....	Ballard High School.....	24	0			0	85
Do.....	Broadway High School.....	179	0			0	289
Do.....	Franklin High School.....	91	0			0	151
Do.....	Lincoln High School.....	88	106			77	153
Do.....	Queen Anne High School.....	111	99			0	165
Do.....	West Seattle High School.....	19	0			0	30
Sedro-Woodley.....	Union High School.....			12	13		
Sequim.....	High School.....	12	8			0	4
Shelton.....	do.....	42	0	34	0	0	82
Spokane.....	Lewis and Clark High School.....	199	0	61	58	0	372
Do.....	North Central High School.....	343	0			0	410
Stanwood.....	High School.....	17	0			0	39
Sunnyside.....	do.....			31	11		
Tacoma.....	Stadium High School.....	399	0	20	10	0	478
Walla Walla.....	High School.....	37	0			0	32
Wenatchee.....	do.....	59	0	69	5	0	110
White Salmon.....	do.....	17	0			0	22
Winlock.....	do.....	20	8				
<b>WEST VIRGINIA.</b>							
Charleston.....	High School.....					0	180
Hinton.....	do.....					0	20
Parkersburg.....	do.....	56	0	14	12	0	203
Thomas.....	do.....					0	46
Wheeling.....	do.....	62	0			0	71
<b>WISCONSIN.</b>							
Algoma.....	High School.....	52	0			0	57
Amery.....	do.....			29	4		
Antigo.....	do.....	53	0			0	76
Appleton.....	do.....	87	0			0	114
Arens.....	Township High School.....			27	0	0	26
Ashland.....	High School.....	51	0			0	89
Angusta.....	do.....					0	42
Bangor.....	do.....	16	0			0	38
Baraboo.....	do.....	36	0			0	40
Barron.....	do.....			58	17		
Beaver Dam.....	do.....	38	0			0	39
Belmont.....	do.....			18	26		
Beloit.....	do.....	83	0			0	96
Berlin.....	do.....					0	45
Boscobel.....	do.....			22	0	0	30
Broadhead.....	do.....			30	5		
Chilton.....	do.....					0	42
Chippewa Falls.....	do.....	25	0			0	60
Clintonville.....	do.....	26	0	7	10	0	50
Cumberland.....	do.....			20	0		
Darlington.....	do.....			43	8		
De Forest.....	Windsor Township High School.....					0	30
Delavan.....	High School.....					0	41
Durand.....	do.....					0	40
Edgerton.....	do.....	31	0	12	0		
Fairchild.....	do.....			25	29		
Fennimore.....	do.....					0	42
Fort Atkinson.....	do.....					0	37
Gilmanston.....	Agricultural High School.....			7	16		
Glenwood City.....	High School.....	20	0			0	30
Grand Rapids.....	do.....	67	0			0	74
Green Bay.....	East High School.....	89	0	36	0	0	139
Do.....	West High School.....	89	0	96	0	0	95
Greenwood.....	High School.....			15	12		
Hayward.....	do.....	16	0			0	29

TABLE 1.—*Students in public high schools in manual or technical training, agricultural, and domestic economy courses, 1913-14—Continued.*

Location.	Name of school.	Students in manual or technical training courses.		Students in agricultural courses.		Students in domestic economy courses.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
<b>WISCONSIN—contd.</b>							
Janesville.....	High School.....	40	0	20	0	0	95
Kaukauna.....	do.....	18	0			0	41
Kiel.....	do.....	18	0			0	26
La Crosse.....	do.....	190	0			0	192
Lake Geneva.....	do.....	20	0			0	20
Lancaster.....	do.....	34	0			0	40
Livingston.....	Union High School.....			26	0		
Madison.....	High School.....	133	0			0	176
Manitowoc.....	Washington High School.....	41	0				35
Marinette.....	High School.....	70	0			0	96
Marshall.....	do.....	14	0			0	20
Marshfield.....	do.....					0	39
Menasha.....	do.....	23	0			0	22
Menomonie.....	do.....	110	0	55	0		147
Merrill.....	do.....	72	0			0	80
Merrillan.....	do.....			23	0	0	24
Milwaukee.....	East Division High School.....	50	0				
Do.....	North Division High School.....	117	0			0	47
Do.....	South Division High School.....	88	0			0	44
Do.....	Washington High School.....	84	0			0	78
Do.....	West Division High School.....	85	0			0	32
Mondovi.....	High School.....			34	6	0	34
Mount Hope.....	do.....			15	14		12
Mount Horeb.....	do.....	30	0			0	40
Mukwonago.....	do.....			20	5		
Neeah.....	Kimberly High School.....	35	0	9	2	0	28
Neillsville.....	High School.....	31	0			0	48
Omro.....	do.....	43	1	5	13	0	61
Oregon.....	do.....			20	0		
Oshkosh.....	do.....	178	0			0	197
Plymouth.....	do.....			44	32		
Portage.....	do.....	27	0			0	45
Princeton.....	do.....			14	0		27
Racine.....	do.....	227	0			0	236
Reedsburg.....	do.....	25	0			0	30
Rhineland.....	do.....	20	0			0	50
Rice Lake.....	do.....	18	0			0	43
Richland Center.....	do.....			8	2	0	40
St. Croix Falls.....	do.....	22	0	31	27		32
Shell Lake.....	do.....	22	0			0	40
Shiocton.....	do.....			19	0	0	26
Sparta.....	do.....	41	0	16	0	0	50
Stanley.....	do.....	28	0			0	37
Stevens Point.....	do.....	38	0			0	73
Stoughton.....	do.....	59	0	18	2	0	69
Sturgeon Bay.....	do.....	47	0				
Superior.....	do.....	139	0			0	175
Do.....	Nelson Dewey High School.....	41	0			0	61
Tomah.....	High School.....	36	0			0	40
Trempealeau.....	do.....			12	19		
Two Rivers.....	do.....	22	0	6	0	0	23
Viola.....	do.....			12	8		
Viroqua.....	do.....	43	0	46	0	0	68
Washburn.....	do.....	44	0	27	4	0	33
Waterloo.....	do.....			10	11		
Waupun.....	do.....	20	0	10	3	0	20
Wausaukee.....	Wausaukee Township High School.....	26	0			0	40
West Bend.....	High School.....	32	0			0	22
West De Pere.....	do.....	22	0			0	39
West Salem.....	do.....					0	30
<b>WYOMING.</b>							
Afton.....	Star Valley High School.....					0	41
Cheyenne.....	High School.....	20	0			0	24
Total, 1,414 schools.....		50,657	5,289	13,108	6,801	263	67,258

TABLE 2.--Public manual-training high schools--Instructors and students, 1919-14.

States.	Schools reporting.	Instructors.			Pupils.			Literary instruction.						Manual arts instruction.						
		Men.	Women.	Total.	Male.	Female.	Total.	Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.		
								Men.	Women.	Male.	Female.	Male.	Female.	Men.	Women.	Male.	Female.	Male.	Female.	
United States.....	55	1,202	840	2,042	34,440	19,977	54,417	736	581	1,034	936	28,764	15,925	564	297	1,172	986	29,374	14,218	
North Atlantic Division.....	19	561	295	856	15,893	8,721	24,614	346	203	220	0	13,165	7,083	228	98	190	0	14,815	6,321	
Massachusetts.....	7	142	82	224	4,064	1,473	5,537	67	58	58	.....	2,304	1,447	85	30	.....	.....	3,618	1,117	
Rhode Island.....	1	35	31	66	986	449	1,415	18	19	.....	.....	2,086	449	17	12	.....	.....	3,086	986	
New York.....	6	256	137	393	7,594	5,688	13,262	162	93	30	0	6,816	4,085	92	44	.....	.....	7,544	4,267	
New Jersey.....	2	26	21	47	743	408	1,151	17	16	190	0	5,553	408	9	0	190	0	6,464	237	
Pennsylvania.....	3	102	24	126	2,526	683	3,219	82	17	.....	.....	2,526	683	25	7	.....	.....	2,203	261	
North Central Division.....	13	286	249	545	9,229	4,730	13,959	174	181	207	296	8,132	3,801	137	77	699	607	7,157	2,905	
Ohio.....	2	57	44	101	1,443	794	2,237	35	35	.....	.....	1,443	794	26	25	.....	.....	1,443	794	
Indiana.....	1	37	44	81	1,194	919	2,113	22	40	.....	.....	1,180	907	15	4	.....	.....	1,800	765	
Illinois.....	4	120	52	172	3,773	559	4,332	77	42	67	96	3,574	333	43	10	57	96	3,501	271	
Michigan.....	2	36	25	61	1,046	786	1,832	15	15	.....	.....	467	415	17	7	367	161	1,570	210	
Minnesota.....	3	19	52	71	1,027	706	1,733	10	31	150	200	722	336	11	17	275	350	871	244	
Missouri.....	1	27	32	59	1,746	966	1,712	15	18	.....	.....	746	966	12	14	.....	.....	472	636	
South Atlantic Division.....	9	126	77	203	3,395	1,623	5,018	81	54	317	380	3,078	1,243	96	32	148	213	3,078	1,243	
Maryland.....	4	67	29	96	1,800	709	2,509	57	21	224	232	1,576	477	59	11	55	65	1,576	477	
District of Columbia.....	2	43	43	86	1,024	699	1,723	13	26	.....	.....	1,024	699	26	16	.....	.....	1,024	699	
Georgia.....	3	16	5	21	571	215	1,786	11	5	83	148	478	67	11	5	93	148	478	67	
South Central Division.....	4	36	35	71	546	738	1,284	26	22	0	10	546	728	11	13	0	10	519	708	
Kentucky.....	2	26	6	32	505	141	646	17	5	.....	.....	505	141	10	1	.....	.....	478	121	
Alabama.....	1	5	21	26	0	495	495	5	5	0	10	0	485	0	10	0	10	0	485	0
Oklahoma.....	1	5	8	13	41	102	143	4	6	.....	.....	41	102	1	2	.....	.....	41	102	
Western Division.....	10	183	184	367	5,377	4,165	9,542	109	121	290	250	3,843	3,071	92	77	135	156	3,805	3,041	
Colorado.....	3	34	64	98	924	942	1,866	17	47	290	250	634	662	16	18	135	156	629	662	
California.....	7	149	120	269	4,453	3,223	7,676	92	74	.....	.....	3,209	2,376	76	59	.....	.....	3,176	2,376	

TABLE 3.—Public manual-training high schools—Property, equipment, and expenditure, 1913-14.

States.	Libraries.		Grounds and buildings.		Scientific apparatus, etc.		Money value of endowment.		Expenditures.						Total.						
	Schools reporting.	Volumes.	Value.	Schools reporting.	Value.	Schools reporting.	Value.	Schools reporting.	Amount.	For salaries of teachers.		For sites, buildings, and improvements.		For new tools and repairs.		For materials.		For incidentals.			
										Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....	44	102,223	\$129,865	45	\$15,854,610	43	\$2,387,709	2	\$1,010,000	34	\$1,034,774	14	\$54,407	25	\$47,491	31	\$92,332	21	\$50,825	34	\$1,279,829
North Atlantic Division.	13	23,313	31,353	14	6,193,902	12	1,081,323			11	389,871	3	16,242	7	9,581	9	21,758	6	12,240	11	450,902
Massachusetts.....	4	2,810	5,906	5	1,837,538	4	200,069			5	148,226	1	11,328	2	300	4	8,092	3	5,221	5	173,167
Rhode Island.....																					
New York.....	4	10,913	11,928	4	3,071,314	4	622,254			2	80,606			1	2,596	2	6,228			2	89,430
New Jersey.....	2	3,750	5,900	2	310,000	1	30,000			2	21,969	1	2,414	2	3,491	1	810	2	7,019	2	35,703
Pennsylvania.....	3	5,840	7,650	3	975,000	3	229,000			2	139,070	1	2,500	2	2,464	2	6,628	1	1,000	2	152,662
North Central Division.	11	16,098	24,182	12	4,131,183	11	558,000	1	610,000	7	305,248	3	7,427	5	6,485	7	32,643	3	25,230	7	378,033
Ohio.....	2	2,500	6,000	2	1,042,600	2	80,000			1	50,000					1	12,000			1	62,000
Indiana.....	1	4,000	5,000	1	600,000					1	55,000	1	5,500	1	2,000	1	3,500	1	500	1	67,500
Illinois.....	4	3,780	5,800	4	1,399,133	4	312,000			3	81,700	1	337	2	2,260	3	13,300	2	1,943	3	97,597
Michigan.....	2	1,444	2,200	2	526,950	2	129,000	1	610,000	1	19,860	1	1,560	1	983	1	1,943	1	10,150	1	34,516
Minnesota.....	1	1,862	3,672	2	462,500	2	12,000														
Missouri.....	1	1,510	1,510	1	200,000	1	25,000			1	98,698			1	242	1	2,900	1	14,580	1	116,420
South Atlantic Division.	7	5,100	9,400	7	1,927,625	7	342,386			4	42,960	3	10,486	3	1,485	3	2,900	3	2,004	4	59,835
Maryland.....	3	2,500	4,100	4	1,195,125	4	190,886			2	12,160	1	386	1	585	1	1,400	2	1,704	2	17,235
District of Columbia.	2	2,060	4,700	1	655,000	1	139,000														
Georgia.....	2	550	600	2	77,500	2	22,500			2	29,800	2	10,100	2	900	2	1,500	1	300	2	42,600
South Central Division.	4	9,432	15,500	4	558,900	4	40,500	1	400,000	3	39,300	2	2,266	3	5,548	3	3,676	3	3,003	3	53,795
Kentucky.....	2	2,600	5,000	2	218,900	2	32,000			2	22,800	1	1,266	2	5,048	2	3,076	2	2,203	2	34,395
Alabama.....	1	6,500	10,000	1	300,000	1	8,000	1	400,000	1	16,500	1	1,000	1	500	1	600	1	800	1	19,400
Oklahoma.....	1	332	500	1	40,000	1	500														
Western Division.....	9	48,282	49,400	8	3,043,000	9	365,500			9	257,365	3	17,986	7	24,122	9	30,355	6	7,346	9	337,204
Colorado.....	2	5,500	6,300	2	522,000	2	41,500			2	62,000			2	900	2	3,200	2	900	2	67,000
California.....	7	42,782	43,100	6	2,520,000	7	324,000			7	195,385	3	17,986	5	23,222	7	27,155	4	6,446	7	270,204

TABLE 4.—Schools of agriculture—Instructors and students, 1913-14.

States.	Schools reporting.	Instructors.			Pupils.			Literary instruction.				Manual-arts instruction.			
		Men.	Women.	Total.	Male.	Female.	Total.	Instructors.		Elementary pupils.		Instructors.		Elementary pupils.	
								Men.	Women.	Male.	Female.	Men.	Women.	Male.	Female.
United States.....	115	452	495	947	10,351	8,745	19,096	322	378	4,775	4,506	359	260	2,169	1,720
North Atlantic Division.....	10	72	26	98	1,131	318	1,449	41	15	512	120	62	21	472	76
Vermont.....	1	5	1	6	76	0	76	5	1	71	96	5	1	31	53
Massachusetts.....	2	6	17	23	117	145	262	2	2	230	221	8	7	230	230
New York.....	2	35	9	44	546	112	658	10	3	101	25	25	6	101	0
New Jersey.....	1	11	0	11	101	0	101	0	0	110	25	13	7	110	25
Pennsylvania.....	3	13	7	20	289	61	350	13	7	110	25	13	7	110	25
South Atlantic Division.....	19	86	104	190	1,965	1,871	3,836	42	80	963	1,159	67	36	326	336
Indiana.....	1	6	0	6	85	0	85	6	0	85	0	6	0	85	0
Michigan.....	2	6	2	8	51	39	90	3	1	51	39	6	1	51	39
Wisconsin.....	2	6	11	17	271	177	448	8	7	271	177	20	9	271	177
Minnesota.....	3	18	36	54	710	746	1,456	5	27	449	564	17	11	103	97
Missouri.....	1	4	3	7	67	41	108	2	2	32	26	2	3	17	19
North Dakota.....	5	23	45	68	706	794	1,500	15	39	504	562	12	9	206	220
Nebraska.....	1	5	4	9	56	58	114	2	2	8	7	1	1	8	7
Kansas.....	1	2	3	5	19	16	35	1	2	8	7	1	1	8	7
South Atlantic Division.....	30	99	139	238	2,585	2,376	4,961	76	97	1,205	1,338	77	62	369	407
Maryland.....	4	11	11	22	190	193	383	10	9	101	106	8	5	70	73
Virginia.....	10	21	66	86	1,026	1,256	2,282	19	49	725	854	18	22	70	103
North Carolina.....	4	14	20	34	320	304	624	6	10	200	190	7	7	164	143
South Carolina.....	1	9	13	22	135	135	270	2	6	135	171	7	9	135	171
Georgia.....	11	45	29	74	908	452	1,357	39	23	44	27	34	19	81	363
South Central Division.....	54	180	214	394	4,480	4,025	8,505	154	177	1,990	1,824	143	128	927	884
Tennessee.....	2	9	13	22	69	75	144	9	13	227	228	8	11	163	100
Alabama.....	10	26	40	66	927	848	1,775	25	32	227	228	20	27	163	100
Mississippi.....	22	54	71	125	1,613	1,339	2,952	51	54	590	518	49	51	284	266
Louisiana.....	11	27	57	84	1,061	1,061	2,122	21	21	765	846	17	16	157	136
Arkansas.....	4	36	21	57	610	351	961	26	18	300	137	24	16	215	120
Oklahoma.....	6	28	12	40	291	251	542	22	9	108	95	18	7	108	93
Western Division.....	2	15	12	27	190	155	345	9	9	75	65	10	3	75	65
California.....	2	15	12	27	190	155	345	9	9	75	65	10	3	75	65



South Central Division.....	45	25,282	23,753	50	1,939,640	47	132,972	5	129,000	28	151,065	23	159,801	27	18,773	23	9,783	23	20,302	33	359,734
Tennessee.....	2	2,150	2,000	2	130,265	2	10,831	1	60,000	6	23,785	1	3,000	1	600	4	1,000	1	7,500	1	11,100
Alabama.....	9	6,530	7,450	9	173,000	9	9,000	1	4,500	6	23,785	3	1,400	5	800	4	1,000	6	4,005	6	31,000
Mississippi.....	15	2,730	2,210	20	508,290	17	23,965	2	17,500	10	27,605	10	40,739	9	2,515	7	1,275	6	1,357	11	73,491
Louisiana.....	10	6,005	4,967	10	233,115	10	24,478	1	47,000	4	13,330	4	9,162	4	1,298	4	1,268	4	840	6	25,883
Arkansas.....	4	3,360	4,175	4	720,000	4	26,500	.....	.....	3	74,000	4	90,500	4	10,600	4	5,200	3	1,500	4	181,800
Oklahoma.....	5	4,517	2,950	5	175,000	5	38,500	.....	.....	5	12,335	1	15,000	4	3,050	4	1,025	4	5,100	5	36,510
Western Division.....	2	1,750	1,950	2	275,000	2	35,000	.....	.....	2	8,400	2	6,000	2	2,200	1	3,000	1	1,800	2	21,400
California.....	2	1,750	1,950	2	275,000	2	35,000	.....	.....	2	8,400	2	6,000	2	2,200	1	3,000	1	1,800	2	21,400



Virginia.....	7	40	21	61	764	393	1,156	13	18	134	228	97	169	38	16	71	177	638	170
West Virginia.....	10	24	15	79	464	768	1,233	19	40	273	475	181	291	16	36	156	466	111	245
North Carolina.....	8	29	59	88	788	1,488	2,276	27	61	546	1,019	126	272	24	43	535	896	145	298
South Carolina.....	14	49	141	190	1,261	2,788	4,049	26	97	942	2,019	302	661	33	68	665	1,210	264	583
Georgia.....	3	3	28	31	70	376	448	1	19	15	319	8	52	2	9	38	216	11	36
Florida.....	31	155	267	423	3,990	5,437	9,427	123	220	2,351	3,147	1,646	1,949	112	168	1,817	2,711	1,473	1,998
South Central Division.....																			
Kentucky.....	3	12	26	38	244	278	522	6	18	183	218	61	60	8	12	183	218	61	90
Tennessee.....	1	2	2	4	43	24	67							2	2			43	24
Alabama.....	11	41	105	146	1,387	2,035	3,402	33	90	1,110	1,698	251	391	23	51	604	1,126	211	338
Mississippi.....	7	33	49	82	907	956	1,983	32	43	670	763	222	191	20	40	573	662	178	180
Louisiana.....	5	42	41	98	1,216	1,197	2,418	38	28	282	261	926	678	37	24	263	389	893	757
Texas.....	2	12	33	45	1,170	712	2,882	11	31	86	90	84	622	11	26	86	90	84	622
Arkansas.....	1	3	3	6	43	92	125	3	3	40	53	3	10	2	3	20	60	3	10
Oklahoma.....	1	0	8	8	0	143	143	0	8	0	126	0	7	0	8	0	126	0	7
Western Division.....	10	73	35	106	1,632	422	2,064	16	17	6	6	846	390	57	19	6	6	1,610	411
Montana.....	1	8	4	12	90	60	150	6	2			90	60	2	2			74	55
Wyoming.....																			
Colorado.....	1	5	0	5	56	0	56	1	0			56	0	4	0			56	0
New Mexico.....																			
Arizona.....																			
Utah.....																			
Nevada.....																			
Idaho.....	1	4	6	10	27	32	59	2	4	6	6	21	26	2	3	6	6	21	26
Washington.....																			
Oregon.....																			
California.....	7	56	25	81	1,459	330	1,789	7	11			679	304	49	14			1,459	330



District of Columbia.....	3	1,298	1,550	2	381,400	2	30,811	2	20,000	3	4,900	1	1,500	1	2,300	2	37,798	2	66,468
Virginia.....	4	8,110	5,168	7	154,068	3	21,430	4	12,251	3	1,797	4	1,265	4	1,506	4	12,237	4	27,066
West Virginia.....	8	5,450	3,975	9	255,175	6	17,100	1	5,000	9	10,611	6	705	4	1,025	6	2,161	9	33,918
North Carolina.....	7	10,900	3,650	7	231,650	8	13,160	2	59,000	7	20,012	6	755	4	875	5	19,539	7	67,381
South Carolina.....	10	14,201	8,631	11	760,645	10	89,665	3	50,109	8	21,052	6	788	7	2,653	6	1,269	8	32,040
Georgia.....	3	1,606	1,100	3	120,000	1	1,200			3	8,580			1	140	3	3,321	3	12,541
Florida.....	29	83,225	89,510	29	2,603,370	28	291,394	8	548,385	21	70,884	14	15,658	14	6,617	15	9,157	13	119,273
South Central Division.....																			
Kentucky.....	3	9,000	4,600	3	255,310	2	72,358	2	280,408	3	6,084	1	500	2	1,443	2	2,200	3	10,888
Tennessee.....	11	26,000	37,586	11	645,117	10	27,426	4	204,477	8	16,757	6	3,743	4	1,475	1	2,300	1	5,375
Alabama.....	6	8,416	4,727	6	347,523	6	25,800	1	3,500	4	6,025	2	1,615	2	2,241	2	1,823	8	26,196
Mississippi.....	5	32,000	38,000	5	800,000	5	153,000	1	50,000	4	38,182	3	7,300	3	2,400	3	2,896	2	9,384
Louisiana.....	2	5,000	2,672	2	539,120	1	10,000			1	1,436	1	600	1	115	1	1,072	4	62,554
Texas.....	1	125	6,500	1	6,500	1	800			1	1,436	1	2,000	1	15	1	55	1	2,221
Arkansas.....	1	684	1,800															1	2,650
Oklahoma.....	7	13,406	18,300	6	881,929	7	102,589	4	2,739,500	8	107,066	6	174,391	8	36,677	7	11,807	5	347,337
Western Division.....																			
Montana.....	1	3,500	4,000	1	150,000	1	10,000			1	14,500	1	22,000	1	2,500			1	39,000
Wyoming.....																			
Colorado.....																			
New Mexico.....																			
Arizona.....																			
Utah.....																			
Nevada.....																			
Idaho.....	1	5,000	7,500	1	175,000	1	5,000	1	100,000	1	6,000	1	15,000	1	2,000	1	2,500	1	25,600
Washington.....																			
Oregon.....																			
California.....	5	4,908	6,800	4	556,929	4	80,500	3	2,639,500	5	81,067	4	137,391	5	31,412	5	11,207	4	14,896
																			275,973

TABLE 8.—*Industrial schools for Indian children—Instructors and students, 1915-14.*

States.	Instructors.			Pupils.		Literary instruction.				Manual-arts instruction.			
						In-structors.		Elementary pupils.		Secondary students.		In-structors.	
	Schools reporting.	Men.	Women.	Total.		Male.	Female.	Male.	Female.	Male.	Female.	Men.	Women.
United States.....													
North Atlantic Division.....													
New York.....	80	439	642	1,081	8,734	7,446	16,180	73	308	8,493	7,112	150	119
Pennsylvania.....	3	27	38	65	709	515	1,224	4	24	687	503	14	10
North Central Division.....													
Michigan.....	1	7	13	20	193	182	375	0	6	193	182	7	13
Wisconsin.....	7	18	41	59	426	512	938	1	94	416	485	17	29
Minnesota.....	4	26	28	54	380	343	723	9	13	344	318	21	24
North Dakota.....	4	36	45	81	372	373	745	3	13	372	373	34	34
South Dakota.....	10	48	80	128	913	893	1,811	8	40	895	894	23	22
Nebraska.....	2	16	28	44	288	263	549	6	18	285	267	15	15
Kansas.....	1	33	31	64	483	351	834	5	14	427	284	26	17
South Atlantic Division.....													
South Atlantic Division.....	2	13	16	29	155	140	295	0	6	141	124	12	13
North Carolina.....													
North Carolina.....	2	13	16	29	155	140	295	0	6	141	124	12	13
South Central Division.....													
South Central Division.....	12	44	67	111	928	873	1,801	10	30	911	709	36	50
Oklahoma.....													
Oklahoma.....	12	44	67	111	928	873	1,801	10	30	911	709	36	50
Western Division.....													
Western Division.....	34	171	255	426	3,874	3,001	6,875	27	118	3,819	2,973	44	9
Montana.....	2	13	15	28	66	121	187	0	7	66	121	2	11
Wyoming.....	1	8	16	24	90	68	158	1	3	90	68	6	6
Colorado.....	1	3	9	12	44	9	53	2	1	44	9	2	1
New Mexico.....	8	20	43	73	893	587	1,480	7	27	891	573	28	31
Arizona.....	9	52	98	138	1,090	845	1,935	7	37	1,087	832	46	73
Utah.....	1	4	7	11	36	32	68	0	2	36	32	4	6
Nevada.....	2	2	7	9	170	180	350	1	3	170	180	1	3
Idaho.....	1	8	3	11	77	71	148	0	1	77	74	8	0
Washington.....	3	22	31	53	390	300	690	3	11	390	300	19	26
Oregon.....	2	15	10	25	507	348	855	3	9	501	348	12	12
California.....	4	26	36	61	511	423	934	3	13	511	423	21	26

TABLE 9.—*Number of instructors and students, by sex, in manual and industrial training schools, public manual-training high schools, and schools of agriculture, 1913-14, not including Indian schools.*

States.	Literary instruction.						Manual-arts instruction.					
	Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.	
	Men.	Women.	Male.	Female.	Male.	Female.	Men.	Women.	Male.	Female.	Male.	Female.
United States..	956	1,177	23,254	14,802	17,800	12,995	2,204	1,363	22,306	13,872	45,990	24,101
North Atlantic Div..	284	261	13,840	2,577	7,258	3,967	1,286	582	16,183	5,679	20,551	12,489
North Central Div..	198	167	1,626	1,745	3,716	2,174	353	190	1,249	855	7,092	4,465
South Atlantic Div..	172	326	3,357	5,438	1,950	2,368	243	273	2,048	3,722	3,756	2,583
South Central Div..	277	397	4,341	4,971	3,924	4,106	255	206	2,744	3,545	3,875	4,063
Western Division..	25	26	81	71	961	480	67	22	81	71	1,725	501
North Atlantic Div.:												
Maine..	0	4			0	63	0	4			0	63
New Hampshire..	1	0	22	0			7	0	309	0	102	0
Vermont..	4	1			78	0	5	1			78	0
Massachusetts..	71	80	2,182	1,208	850	775	384	161	2,828	2,666	7,664	1,706
Rhode Island..	4	0			85	37	44	12	665	646	816	178
Connecticut..	14	3	344	0	390	252	39	17	658	108	417	252
New York..	70	83	8,976	713	2,471	1,638	515	272	9,588	1,180	14,363	8,186
New Jersey..	25	1	194	9	149	16	66	10	227	8	1,024	337
Pennsylvania..	94	80	2,131	647	3,235	1,086	226	105	1,960	1,101	5,087	1,784
North Central Div.:												
Ohio..	44	19	216	237	1,066	232	54	68	318	267	1,149	1,393
Indiana..	19	8	94		151	15	54	11	227		914	203
Illinois..	48	32	319	282	757	600	72	19	281	194	1,650	467
Michigan..	5	4	16	14	101	66	16	4	50	14	146	66
Wisconsin..	29	16	5	5	842	618	55	36	5	5	1,195	1,371
Minnesota..	5	27	449	564	149	167	27	19	103	97	443	339
Iowa..	4	0			50	0	4	0			50	0
Missouri..	9	4	32	26	197	26	38	15	17	19	1,176	316
North Dakota..	15	43	504	562	243	262	16	9	206	220	200	124
South Dakota..	5	2	6	8	39	48	3	2	6	6	33	43
Nebraska..	2	2			53	50	5	2			76	55
Kansas..	13	10	45	47	68	100	10	5	36	33	61	88
South Atlantic Div.:												
Delaware..												
Maryland..	19	10	254	106	131	90	46	11	94		1,240	308
Dist. of Columbia..	1	3	90	48	5	4	15	28	120	50	155	150
Virginia..	32	67	849	1,077	401	564	56	38	141	270	935	526
West Virginia..												
North Carolina..	25	50	472	652	229	366	26	43	320	609	153	294
South Carolina..	29	57	661	1,190	125	272	31	57	670	1,067	145	298
Georgia..	65	120	986	2,046	1,061	1,020	67	87	665	1,510	1,117	976
Florida..	1	19	15	819	8	52	2	9	38	216	11	36
South Central Div.:												
Kentucky..	6	18	183	218	61	80	8	12	183	218	61	60
Tennessee..	9	13			69	75	10	13			103	72
Alabama..	58	122	1,337	1,836	951	1,011	42	78	857	1,316	838	924
Mississippi..	83	96	1,260	1,280	1,171	1,058	79	91	858	987	1,179	1,047
Louisiana..	59	79	1,027	1,097	1,092	891	58	40	419	525	1,054	947
Texas..	11	31	86	90	84	622	11	28	86	90	84	622
Arkansas..	29	21	340	219	313	224	28	19	235	180	373	226
Oklahoma..	22	17	108	231	183	165	19	15	108	229	183	165
Western Division:												
Montana..	6	2			90	60	2	2			74	55
Wyoming..												
Colorado..	1	0			56	0	4	0			56	0
New Mexico..												
Arizona..												
Utah..												
Nevada..												
Idaho..	2	4	6	6	21	26	2	3	6	6	21	26
Washington..												
Oregon..												
California..	16	20	75	65	794	394	59	17	75	65	1,574	420

TABLE 10.—*Manual and industrial training schools, public manual-training high schools, and schools of agriculture—Property and equipment for 1913-14, not including Indian schools.*

States.	Libraries.			Grounds and buildings.		Scientific apparatus, etc.		Money value of endowment.	
	Schools reporting.	Volumes.	Value.	Schools reporting.	Value.	Schools reporting.	Value.	Schools reporting.	Amount.
United States.....	311	707,586	\$857,502	313	\$50,771,269	306	\$6,752,616	68	\$41,127,024
North Atlantic Division.....	81	352,488	501,708	80	25,633,064	84	3,624,710	26	24,240,704
North Central Division.....	60	97,500	113,404	57	10,080,549	53	1,499,090	13	11,368,900
South Atlantic Division.....	74	76,219	43,978	77	5,745,827	69	660,871	11	1,700,535
South Central Division.....	78	117,939	128,762	83	5,101,910	77	464,856	14	1,077,385
Western Division.....	18	63,440	60,650	16	4,199,929	18	503,089	4	2,739,500
North Atlantic Division:									
Maine.....	1	128	200	1	30,000	1	5,000	1	4,270,359
New Hampshire.....	1	5,000	2,500	1	40,000	1	894,926	5	231,000
Vermont.....	21	9,561	14,812	21	4,540,386	23	12,000	2	169,000
Massachusetts.....	2	2,561	13,200	2	270,000	4	75,788	2	11,096,865
Rhode Island.....	4	1,124	633	3	575,000	4	60,250	8	8,473,500
Connecticut.....	27	248,149	263,743	25	11,087,390	30	1,622,146		
New York.....	5	5,500	9,650	6	524,000	5	60,250		
New Jersey.....	20	80,465	196,970	21	8,566,378	20	953,600		
Pennsylvania.....									
North Central Division:									
Ohio.....	9	20,984	23,667	8	2,434,000	8	394,962	4	5,050,000
Indiana.....	4	6,894	10,050	4	856,500	3	2,750	1	10,000
Illinois.....	10	33,792	36,200	8	2,474,133	10	502,000	3	2,420,900
Michigan.....	7	2,353	3,260	6	766,050	6	137,350	2	685,000
Wisconsin.....	10	5,831	9,660	9	849,460	9	180,637		
Minnesota.....	4	4,868	6,120	5	1,077,350	6	84,610		
Iowa.....	1	7,068	3,000	1	3,000	1	2,000		
Missouri.....	4	4,240	11,910	6	1,131,370	5	114,000	2	3,200,000
North Dakota.....	6	6,045	4,225	5	166,500	5	36,410	1	3,000
South Dakota.....	1	710	462	1	42,886	1	8,871		
Nebraska.....	1	625	900	1	150,000	1	10,000		
Kansas.....	3	4,100	3,950	3	138,200	3	25,500		
South Atlantic Division:									
Delaware.....	10	19,603	7,272	9	1,787,625	10	258,336	1	1,538,000
Maryland.....	5	3,348	6,250	3	956,400	3	169,811		
District of Columbia.....	14	12,780	7,490	17	399,693	14	39,430	2	19,426
Virginia.....									
West Virginia.....	12	6,550	4,775	13	491,175	10	29,700	2	24,000
North Carolina.....	8	13,731	4,900	8	282,789	9	21,644	2	59,000
South Carolina.....	22	18,599	12,191	24	1,678,145	22	140,750	4	60,109
Georgia.....	3	1,608	1,100	3	120,000	1	1,200		
Florida.....									
South Central Division:									
Kentucky.....	5	11,600	9,600	5	474,210	4	104,358	2	290,408
Tennessee.....	2	2,150	2,000	3	140,265	3	12,831	1	60,000
Alabama.....	21	41,030	55,036	21	1,118,117	20	44,426	6	608,977
Mississippi.....	21	11,146	6,937	26	855,583	23	49,465	3	21,000
Louisiana.....	15	38,005	42,967	15	1,033,115	15	177,478	2	97,000
Texas.....	2	5,000	2,672	2	539,120	1	10,000		
Arkansas.....	5	3,475	4,300	5	726,500	5	27,300		
Oklahoma.....	7	5,533	5,250	6	215,000	6	39,000		
Western Division:									
Montana.....	1	3,500	4,000	1	150,000	1	10,000		
Wyoming.....									
Colorado.....	2	5,500	6,300	2	523,000	3	48,589		
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....	1	5,000	7,500	1	175,000	1	5,000	1	100,000
Washington.....									
Oregon.....									
California.....	14	49,440	51,850	12	3,351,929	13	439,500	3	2,639,500

1 Not including \$25,392,167, residuary fund of Girard estate, Philadelphia, Pa.

TABLE 11.—*Manual and industrial training schools, public manual-training high schools, and schools of agriculture reporting expenditures for 1913-14, not including Indian schools.*

States.	For salaries of teachers.		For sites, buildings, and lasting improvements.		For new tools and repairs.		For materials.		Total.	
	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....	264	\$3,468,373	161	\$920,974	210	\$280,200	215	\$675,008	275	\$6,048,207
North Atlantic Division.....	80	1,851,644	44	209,222	68	110,204	75	457,352	90	3,044,979
North Central Division.....	54	786,463	29	211,244	42	70,421	46	128,810	54	1,309,875
South Atlantic Division.....	50	196,156	38	133,406	30	14,638	36	21,748	54	464,700
South Central Division.....	52	261,249	39	177,725	44	30,938	41	22,626	58	532,802
Western Division.....	19	372,861	11	198,377	17	62,999	17	45,162	19	705,941
North Atlantic Division:										
Maine.....	1	3,750							1	6,400
New Hampshire.....	1	6,320					1	2,227	1	8,547
Vermont.....										
Massachusetts.....	31	532,413	13	90,154	25	35,918	27	86,568	31	851,096
Rhode Island.....	1	32,651	1	13,126	1	8,042			1	53,819
Connecticut.....	4	58,858	2	20,032	4	7,200	4	12,602	4	104,842
New York.....	30	864,540	13	26,001	19	29,357	25	291,789	30	1,352,872
New Jersey.....	7	52,296	5	7,140	5	4,626	6	7,170	7	79,131
Pennsylvania.....	14	300,816	10	62,769	14	25,061	12	56,996	15	588,272
North Central Division:										
Ohio.....	7	120,324	1	3,800	5	6,113	7	18,774	7	156,867
Indiana.....	5	89,177	3	13,000	3	4,000	4	4,948	5	113,812
Illinois.....	9	129,144	2	3,877	5	4,460	7	21,605	9	171,816
Michigan.....	6	28,968	3	1,990	4	1,443	4	2,203	6	45,133
Wisconsin.....	9	136,062	7	75,055	8	14,775	8	39,811	9	297,318
Minnesota.....	5	45,683	3	67,500	4	23,012	4	13,006	5	162,543
Iowa.....	1	3,000	1	300	1	2,000	1	1,000	1	6,700
Missouri.....	6	165,308	3	3,172	5	10,002	4	21,286	6	240,433
North Dakota.....	3	5,835	2	26,200	3	850	3	650	3	33,625
South Dakota.....	1	1,100	2	10,200	1	216	1	1,450	1	2,966
Nebraska.....	1	14,500					1	3,000	1	31,500
Kansas.....	2	37,362	2	6,150	3	3,550	2	1,075	2	47,162
South Atlantic Division:										
Delaware.....										
Maryland.....	4	25,510	2	40,386	3	5,685	2	2,400	4	75,985
District of Columbia.....	2	20,000	2	4,900	1	1,500	1	2,300	2	66,496
Virginia.....	6	15,006	5	5,472	6	1,430	6	1,726	7	35,896
West Virginia.....										
North Carolina.....	12	27,721	9	19,211	9	1,930	8	3,061	13	58,499
South Carolina.....	8	24,516	6	25,850	6	755	5	6,798	8	79,019
Georgia.....	15	74,823	14	37,587	14	3,338	13	5,303	17	126,264
Florida.....	3	8,580					1	140	3	12,541
South Central Division:										
Kentucky.....	5	28,884	2	1,766	4	6,491	4	3,742	5	45,288
Tennessee.....	1	1,800	1	3,000	2	1,075	1	2,300	2	16,475
Alabama.....	15	57,052	10	6,143	10	2,593	11	4,180	15	76,596
Mississippi.....	14	34,230	12	42,254	11	2,756	9	2,171	15	82,875
Louisiana.....	8	51,512	7	16,462	7	3,608	7	3,993	10	88,387
Texas.....										
Arkansas.....	4	75,436	5	91,100	5	10,715	5	5,215	5	184,021
Oklahoma.....	5	12,335	2	17,000	5	7,300	4	1,025	6	39,160
Western Division:										
Montana.....	1	14,500	1	22,000	1	2,500			1	39,000
Wyoming.....					3	1,665				
Colorado.....	3	67,499					3	3,700	3	73,764
New Mexico.....										
Arizona.....										
Utah.....										
Nevada.....										
Idaho.....	1	6,000	1	15,000	1	2,000	1	100	1	25,600
Washington.....										
Oregon.....										
California.....	14	284,862	9	161,377	12	56,834	13	41,362	14	567,577

<sup>1</sup> Includes \$685,052 expended for incidentals by 129 schools.

TABLE 12.—*Instructors and students in manual and industrial training schools, public manual-training high schools, and schools of agriculture, 1913-14, including Indian schools.*

States.	Institutions.	Literary instruction.			Manual-arts instruction.		
		Instructors.	Elementary pupils.	Secondary students.	Instructors.	Elementary pupils.	Secondary students.
United States.....	479	3,829	55,631	75,762	5,259	52,285	113,965
North Atlantic Division.....	127	1,122	17,836	31,396	2,238	23,102	63,194
North Central Division.....	106	880	9,602	17,965	1,062	8,417	21,791
South Atlantic Division.....	89	639	9,767	8,659	669	6,406	10,680
South Central Division.....	101	762	10,942	9,304	661	7,963	9,165
Western Division.....	56	426	7,484	8,408	599	6,397	9,135
North Atlantic Division:							
Maine.....	1	4	.....	63	4	.....	63
New Hampshire.....	1	1	22	.....	7	309	102
Vermont.....	1	6	.....	78	6	.....	78
Massachusetts.....	40	276	3,390	5,376	660	5,494	14,105
Rhode Island.....	3	41	.....	1,537	85	1,311	2,409
Connecticut.....	6	17	344	642	56	764	669
New York.....	42	419	9,985	15,010	932	10,798	34,333
New Jersey.....	8	59	393	1,126	90	425	2,082
Pennsylvania.....	26	299	3,702	7,564	398	4,001	9,353
North Central Division:							
Ohio.....	11	133	453	3,535	186	585	4,779
Indiana.....	6	89	34	2,253	84	227	2,667
Illinois.....	12	199	754	5,314	144	628	5,889
Michigan.....	9	45	405	1,049	63	967	991
Wisconsin.....	19	70	921	1,475	137	1,681	2,581
Minnesota.....	12	95	2,025	1,364	119	1,473	1,397
Iowa.....	1	4	.....	60	4	.....	50
Missouri.....	7	46	58	1,935	79	36	2,600
North Dakota.....	10	74	1,811	505	93	1,171	324
South Dakota.....	11	55	1,796	104	80	1,466	93
Nebraska.....	4	28	542	110	43	403	138
Kansas.....	4	42	803	301	60	780	282
South Atlantic Division:							
Delaware.....	11	107	816	2,274	127	214	3,596
Maryland.....	5	45	138	1,732	85	170	2,028
District of Columbia.....	17	99	1,926	965	94	411	1,461
Virginia.....	16	81	1,399	615	94	1,204	467
North Carolina.....	9	86	1,881	397	88	1,737	443
South Carolina.....	28	201	3,273	2,616	170	2,416	2,638
Georgia.....	3	20	334	60	11	254	47
South Central Division:							
Kentucky.....	5	46	401	767	31	401	720
Tennessee.....	3	22	.....	144	23	.....	175
Alabama.....	22	196	3,183	2,447	130	2,183	2,247
Mississippi.....	29	179	2,540	2,229	170	1,843	2,236
Louisiana.....	16	138	2,124	1,963	96	944	2,001
Texas.....	2	42	176	706	39	176	706
Arkansas.....	5	50	559	537	47	415	599
Oklahoma.....	19	89	1,959	491	123	2,001	491
Western Division:							
Montana.....	3	15	187	150	17	145	129
Wyoming.....	1	4	175	.....	12	106	.....
Colorado.....	5	68	540	1,435	41	291	1,400
New Mexico.....	8	34	1,469	.....	57	1,469	.....
Arizona.....	9	44	1,919	.....	121	1,876	.....
Utah.....	1	2	68	.....	9	68	.....
Nevada.....	2	6	350	.....	3	187	.....
Idaho.....	2	7	163	47	13	163	47
Washington.....	3	16	690	.....	44	657	.....
Oregon.....	2	12	849	.....	24	463	10
California.....	20	218	1,074	6,776	258	970	7,549

TABLE 13.—Number of instructors and students, by sex, in manual and industrial training schools, public manual-training high schools, and schools of agriculture, 1913-14, including Indian schools.

States.	Literary instruction.						Manual-arts instruction.					
	Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.	
	Men.	Women.	Male.	Female.	Male.	Female.	Men.	Women.	Male.	Female.	Male.	Female.
United States .....	1,765	2,064	32,781	22,850	46,723	29,039	3,133	2,126	31,014	21,271	75,519	33,446
North Atlantic Division .....	634	488	14,756	3,090	20,437	10,959	1,537	701	16,987	6,115	44,376	13,818
North Central Division .....	404	476	4,768	4,834	11,926	6,069	635	457	4,533	3,884	14,327	7,464
South Atlantic Division .....	253	336	3,815	5,952	5,042	3,617	351	318	2,337	4,069	6,848	3,832
South Central Division .....	313	449	6,252	5,690	4,470	4,834	302	359	3,900	4,363	4,394	4,771
Western Division .....	161	265	4,190	3,294	4,848	3,560	308	291	3,557	2,840	5,574	3,561
North Atlantic Division:												
Maine .....	0	4	.....	.....	0	63	0	4	.....	.....	0	63
New Hampshire .....	1	0	22	0	.....	78	7	0	309	0	102	0
Vermont .....	5	1	.....	.....	.....	0	5	1	.....	.....	78	0
Massachusetts .....	138	138	2,182	1,208	3,164	2,222	469	191	2,826	2,066	11,282	2,823
Rhode Island .....	22	19	.....	.....	1,051	456	61	24	665	646	1,782	627
Connecticut .....	14	3	944	0	390	252	39	17	656	108	417	252
New York .....	233	186	9,104	881	9,237	5,723	608	324	9,551	1,247	21,907	12,426
New Jersey .....	42	17	384	9	702	424	75	15	417	8	1,508	574
Pennsylvania .....	179	120	2,720	982	5,775	1,739	273	125	2,561	1,440	7,300	2,053
North Central Division:												
Ohio .....	79	54	216	237	2,509	1,026	93	93	318	267	2,592	2,187
Indiana .....	41	48	34	0	1,331	93	99	15	227	0	1,714	953
Illinois .....	125	74	376	378	4,331	983	115	29	338	290	5,151	738
Michigan .....	30	25	209	196	568	481	39	24	610	357	715	276
Wisconsin .....	30	40	421	500	842	633	72	65	301	350	1,193	1,866
Minnesota .....	24	71	943	1,062	871	493	59	60	718	755	814	583
Iowa .....	4	0	.....	.....	50	0	4	0	.....	.....	50	0
Missouri .....	24	22	32	26	943	992	50	29	17	19	1,648	982
North Dakota .....	18	56	576	935	243	202	50	43	578	593	200	124
South Dakota .....	13	42	904	892	50	54	26	54	751	715	44	49
Nebraska .....	8	20	285	257	54	56	20	23	212	191	77	61
Kansas .....	18	24	472	331	134	167	38	22	463	317	127	155
South Atlantic Division:												
Delaware .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland .....	76	31	478	338	1,707	567	106	22	149	65	2,816	780
District of Columbia .....	14	31	90	48	1,029	703	41	44	120	60	1,179	849
Virginia .....	32	67	849	1,077	401	564	56	38	141	270	935	526
West Virginia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina .....	25	56	613	786	243	372	38	56	461	748	167	300
South Carolina .....	29	57	691	1,190	125	272	31	57	670	1,067	145	296
Georgia .....	76	125	1,079	2,194	1,529	1,067	78	92	758	1,658	1,595	1,043
Florida .....	1	19	15	319	8	52	2	9	38	216	11	36
South Central Division:												
Kentucky .....	23	23	183	218	566	201	18	13	183	218	539	181
Tennessee .....	9	13	.....	69	75	10	10	13	.....	108	.....	72
Alabama .....	63	133	1,387	1,846	951	1,496	42	88	807	1,326	838	1,409
Mississippi .....	83	96	1,280	1,280	1,171	1,053	79	91	856	987	1,179	1,047
Louisiana .....	59	79	1,027	1,067	1,062	891	58	40	419	525	1,064	947
Texas .....	11	31	86	90	84	622	11	28	86	80	84	622
Arkansas .....	29	21	840	219	313	224	28	19	235	150	373	226
Oklahoma .....	36	53	1,019	940	224	267	56	67	964	1,037	224	267
Western Division:												
Montana .....	6	9	66	121	90	60	4	13	40	105	74	55
Wyoming .....	1	3	90	85	.....	.....	6	6	56	52	.....	.....
Colorado .....	20	48	290	250	734	701	22	19	135	156	729	671
New Mexico .....	7	27	891	578	.....	.....	26	31	891	578	.....	.....
Arizona .....	7	37	1,087	832	.....	.....	48	73	1,060	816	.....	.....
Utah .....	0	2	36	32	.....	.....	4	5	36	32	.....	.....
Nevada .....	0	5	170	180	.....	.....	1	2	88	96	.....	.....
Idaho .....	0	7	83	80	21	26	10	3	83	80	21	26
Washington .....	5	11	390	300	.....	.....	19	25	378	279	.....	.....
Oregon .....	3	9	501	348	.....	.....	12	12	263	200	0	10
California .....	111	107	596	488	4,008	2,773	156	102	527	443	4,750	2,799

TABLE 14.—Public manual-training high schools—Instructors and students, 1913-14.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Manual-arts instruction.					
			Men.	Women.	Total.	Male.	Female.	Total.	Men.	Women.	Male.	Female.	Elementary pupils.	Secondary students.	Men.	Women.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama:																				
Montevallo.....	Alabama Girls Technical Institute.....	Thomas W. Palmer.....	5	21	26	0	495	495	5	11	0	10	0	485	0	10	0	10	0	485
California:																				
Los Angeles.....	Polytechnic Evening High School.....	A. N. Hatherell.....	43	19	62	2,000	1,500	3,500	22	6			900	700	21	13			1,100	800
Do.....	Polytechnic High School.....	W. A. Dunn.....	42	54	96	1,142	944	2,086	26	44			1,107	900	16	10			1,000	800
Oakland.....	Manual Training and Commercial High School.*.....	Philip M. Fisher.....	12	23	35	427	386	813	4	9			427	396	12	23			427	396
Riverside.....	Polytechnic High School.....	Hugh Law.....	17	0	17	337	0	337	14	0			235	0	3	0			102	0
San Francisco.....	do.....	James E. Addicott.....	14	13	27	334	252	586	7	6			334	252	6	7			334	252
San Luis Obispo.....	California Polytechnic School.....	R. W. Ryder.....	16	4	20	149	42	191	16	4			149	42	16	4			149	42
Venice.....	Polytechnic High School*.....	Cree T. Work.....	5	7	12	64	89	153	3	5			64	89	2	2			64	89
Colorado:																				
Denver.....	Longfellow Technical High School.....	A. J. Fynn.....	5	10	15	142	128	270	2	7			142	128	3	3			142	128
Do.....	Manual Training High School.....	Chas. A. Bradley.....	18	28	46	407	444	851	8	18			407	444	10	10			407	444
Sterling.....	Logan County Industrial Arts High School.....	J. A. Saxson.....	11	26	37	375	370	745	7	22	280	250	85	120	3	5	135	156	80	90
District of Columbia:																				
Washington.....	Armstrong Manual Training School (negro).....	G. C. Wilkinson.....	18	11	29	177	414	591	3	4			177	414	13	6			177	414
Do.....	McKinley Manual Training School.....	Frank C. Daniel.....	25	32	57	847	285	1,132	10	24			847	285	13	10			847	285
Georgia:																				
Atlanta.....	Technological High School.....	Chas. S. Culver.....	10	0	10	370	0	370	5	0			370	0	5	0			370	0
Savannah.....	Industrial High School.....	C. A. Maupin.....	5	1	6	91	42	133	5	1			91	42	5	1			91	42
Sandersville.....	Industrial School (negro).....	T. J. Elder.....	1	4	5	110	173	283	1	4	93	148	17	25	1	4	93	148	17	25
Illinois:																				
Chicago.....	Crane Technical High School.....	W. J. Bartholf.....	56	10	66	1,592	0	1,592	34	10	57	0	1,535	0	22	0	57	0	1,535	0
Do.....	Lucas Technical High School.....	Wm. J. Bogan.....	50	14	64	1,824	0	1,824	32	14			1,824	0	18	0			1,824	0
Do.....	Lucas L. Flower Technical High School.....	Dora Wells.....	2	12	14	0	287	287	2	5	0	96	0	191	0	7	0	96	0	191
Peoria.....	Manual Training High School.....	W. N. Brown.....	12	16	28	357	272	629	9	13			215	192	3	3			142	80
Indiana:																				
Indianapolis.....	Manual Training High School*.....	M. H. Stuart.....	37	44	81	1,194	919	2,113	22	40			1,180	907	15	4			800	750
Kentucky:																				
Henderson.....	Barret Manual Training High School.*.....	J. H. Bentley.....	5	6	11	96	141	237	4	5			96	141	2	1			69	121

		21	0	21	409	0	409	13	0	409	0	8	0	409	0	409
Longville	Manual Training High School.....															
Maryland																
Baltimore	Baltimore Polytechnic Institute.....	47	0	47	1,331	0	1,331	47	0	1,331	0	47	0	1,331	0	1,331
Do.	Colored High School.....	16	15	31	619	421	198	7	10	421	421	6	5	198	421	198
Eastern	High and Manual Training School.....	2	7	9	114	104	218	2	5	104	218	2	5	40	47	40
Salisbury	Colored Industrial and Grammar School (negro).....	2	7	9	157	184	341	1	6	184	175	1	6	65	7	65
Massachusetts:																
Boston	Central Evening Industrial School.....	34	0	34	760	26	786					34	0		760	26
Boston (Roxbury)	High School of Practical Arts.....	3	25	28	0	764	764	3	9	0	764	0	15	0	0	764
Boston	Mechanics Arts High School.....	44	5	49	1,513	0	1,513	27	5	1,513	0	17	0	1,463	0	1,463
Cambridge	Rindges Technical School.....	20	6	26	604	0	604	10	6	604	0	20	6	604	0	604
Chicopee	Manual Training School.....	5	5	10	160	0	160	1	5	160	0	4	0	160	0	160
Newbury	N. P. Ames Carpen.....	14	28	396	356	752	14	14	396	356	356	4	0	396	356	356
Newville	Newton Technical High School *.....	14	14	28	396	356	752	14	14	396	356	4	0	396	356	356
Springfield	Technical High School.....	22	27	49	631	337	968	12	19	631	337	10	8	631	337	631
Mechanic	Charles F. Warner.....															
Detroit	Cass Technical High School.....	24	16	40	467	415	882	15	15	467	415	9	1	467	248	248
Muskegon	Hackley Manual Training School.....	12	9	21	579	371	950					8	6	367	161	212
Minnesota																
Canby	State High School.....	4	15	19	202	282	487	4	7	150	200	52	4	7	150	200
I. Beckley	Industrial High School.....	4	12	16	175	200	375	0	2	20	30	2	7	125	150	35
St. Paul	Mechanics Arts High School.....	11	25	36	650	221	871	6	22	650	221	5	3	650	221	284
Missouri																
Kansas City	Manual Training High School.....	27	32	59	746	966	1,712	15	18	746	966	12	14		472	636
New Jersey																
Camden	Manual Training High School *.....	14	21	35	283	408	701	11	16	283	408	3	5	224	237	237
Newark	Newark Technical School.....	12	0	12	450	0	450	6	0	190	0	6	0	190	0	260
New York																
Brooklyn	Manual Training High School.....	84	64	148	2,702	2,644	5,346	65	54	2,702	2,644	19	10	2,702	2,644	2,644
Do.	Williamsburg Evening High School for Women.....	0	34	34	0	1,219	1,219	0	11	0	325	0	23	0	0	894
Buffalo	Technical Evening High School *.....	31	0	31	798	0	798	2	0	20	0	27	0	745	0	745
Do.	A. L. Hurrell.....	12	12	24	698	0	698	4	11	698	0	8	1	698	0	698
New York	Evening High School for Women *.....	1	27	28	0	1,835	1,835	1	17	0	1,116	0	10	0	719	0
Do.	E. R. von Nordoff.....	128	0	128	3,396	0	3,396	90	0	3,396	0	38	0	3,396	0	3,396
Ohio:																
Cleveland	East Technical High School.....	39	28	67	1,029	463	1,522	17	19	1,029	463	21	9	1,029	463	463
Dayton	Stivers Manual Training High School.....	18	16	34	414	301	715	18	16	414	301	18	16	414	301	301
Oklahoma:																
Muskogee	Manual Training High School.....	5	8	13	41	102	143	4	6	41	102	1	2	41	102	102
Pennsylvania:																
Harrisburg	Technical High School.....	17	0	17	330	0	330	11	0	330	0	6	0	330	0	330
Philadelphia	Northeast High School.....	67	0	67	1,668	0	1,668	57	0	1,668	0	15	0	1,668	0	1,668
Scranton	Technical High School.....	18	24	42	528	663	1,221	14	17	528	663	4	7	528	205	261
Rhode Island:																
Providence	George F. Weston.....	35	31	66	966	449	1,415	18	19	966	449	17	12	966	449	449

\* Statistics of 1912-13.

TABLE 15.—Public manual training high schools—Property and expenditures, 1913-14.

Location.	Name of institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment or productive fund.	Expended for salaries of teachers.	For buildings and last- ing im- prove- ments.	For new tools and repairs.	For ma- terials.	For in- cidentals.	Total expend- iture.
1	2	3	4	5	6	7	8	9	10	11	12
Alabama:	Alabama Girls Technical Institute.....	6,500	\$300,000	\$8,000	\$400,000	\$16,500	\$1,000	\$500	\$600	\$300	\$19,400
California:	Montevallo.....	7,500	700,000	50,000		14,000		2,000	3,000	500	19,500
Los Angeles	Polytechnic Evening High School.....	8,000	495,000	105,000		25,000		2,800	2,000		37,800
Do	Manual Training and Commercial High School *.	2,000	100,000	40,000		48,000	2,550	3,301	1,733	532	57,074
Oakland	Polytechnic High School.....	808	300,000	23,000		3,000	10,427	6,800	1,800	120	22,147
Riverdale	California Polytechnic School.....	23,000	220,000	45,000		35,000	5,000		14,000		54,000
San Luis Obispo	Polytechnic High School.....	1,124	655,000	50,000		41,040		2,837			43,877
San Francisco	Polytechnic High School *.	350		10,000		18,455		10,271	1,686	5,244	35,656
Colorado:	Longfellow Technical High School.....	3,500	225,000	11,450		58,000		500	2,000	400	60,900
Denver	Manual Training High School.....	2,000	300,000	30,000		4,000		400	1,200	500	6,100
Do	Logan County Industrial Arts High School.....										
Sterling											
District of Columbia:											
Washington	Armstrong Manual Training School (negro).....	450	655,000	130,000							
Do	McKinley Manual Training School.....										
Georgia:	Technological High School.....	300	70,000	20,000		22,000	10,000	500	1,000		33,500
Atlanta	Industrial High School.....	250	7,500	2,500		7,800	100	400	500	300	9,100
Columbus	Industrial School (negro).....										
Sandersville											
Illinois:	Crane Technical High School.....	1,000	350,000	175,000		40,000		1,500	2,000		43,500
Chicago	Lane Technical High School.....	1,200	700,000	75,000		82,400		(1)	11,000		43,400
Do	Lacy L. Flower Technical High School.....	780	149,138	12,000		9,300	337	760	1,300		10,697
Do	Manual Training High School.....	800	200,000	50,000							
Indiana:	Manual Training High School *.	4,000	500,000			55,000	5,500	3,000	3,500	500	67,500
Indianapolis											
Kentucky:	Barrett Manual Training High School *.	600	65,800	7,000		10,800	1,266	2,045	1,076	1,905	17,085
Henderson	Manual Training High School.....	2,000	160,000	25,000		12,000		3,000	2,000	300	17,300
Louisville											
Maryland:	Baltimore Polytechnic Institute.....	500	1,100,000	175,000		11,960	386	585		704	13,635
Baltimore	Colored High School.....	1,500	45,125	3,886							
Do	High and Manual Training School.....	500	30,000	500							
Easton	Colored Industrial and Grammar School (negro).....	500	20,000	1,800		1,200			1,400	1,000	3,900
Salisbury											

[illegible]

\* Statistics of 1912-13.

Included in column 10.

<sup>a</sup> Included in columns 10 and 11.

TABLE 16.—Schools of agriculture—Instructors and students, 1913-14.

Location.	Name of institution.	Control.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Agricultural instruction.						
										In-struct- tors.			Elemen- tary pupils.		Second- ary stud- ents.		In-struct- tors.		Elemen- tary pupils.		Second- ary stud- ents.	
													Men.	Women.	Total.	Male.	Female.	Men.	Women.	Male.	Female.	Men.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Alabama:																						
Abbeville.....	Third District Agricultural School.....	State.....	D. W. McLean.....	3	1	4	33	34	67	3	3	1	.....	33	34	1	0	.....	.....	33	0	
Albertville.....	Seventh District Agricultural School.....	do.....	S. L. Gilson.....	3	5	8	144	111	255	3	3	4	42	102	84	1	.....	.....	.....	29	84	
Athens.....	Eighth District Agricultural School.....	do.....	J. M. Atkinson.....	3	1	4	68	72	140	3	1	1	.....	68	72	3	1	.....	.....	68	72	
Blountsville.....	Ninth District Agricultural School.....	do.....	W. B. Crumpton, Jr.....	2	2	4	70	41	111	2	2	2	22	48	30	2	2	.....	.....	48	30	
Evergreen.....	Second District Agricultural School.....	do.....	W. C. Blessingame.....	2	5	7	47	50	97	2	3	2	.....	47	50	2	2	.....	.....	47	50	
Hamilton.....	Sixth District Agricultural School.....	do.....	H. O. Sargent.....	3	3	6	146	68	214	3	3	.....	.....	146	68	3	3	.....	.....	146	68	
Jackson.....	First District Agricultural School *.....	do.....	R. L. Reeves.....	3	6	9	65	63	128	2	5	17	21	48	42	2	5	17	21	48	42	
Lineville.....	Northeast Alabama Agricultural and Industrial Institute *.....	do.....	Anderson C. Cusick.....	3	9	12	211	268	479	3	5	122	145	89	123	3	5	122	145	89	123	
Sylacauga.....	Fourth District Agricultural School.....	do.....	J. E. Cheatham.....	2	5	7	83	71	154	2	5	24	24	59	47	2	5	24	24	59	47	
Wetumpka.....	Fifth District Agricultural School.....	do.....	John M. Crowell.....	2	3	5	60	70	130	2	3	.....	.....	60	70	1	1	.....	.....	60	70	
Arkansas:																						
College Station.....	State Agricultural School (District 4).....	do.....	Frank Hasfall.....	9	7	16	248	118	366	9	7	85	40	163	78	9	7	85	40	163	78	
Jonesboro.....	State Agricultural School (District 1)*.....	do.....	Victor C. Kays.....	5	4	9	92	63	155	5	4	25	15	67	48	5	4	25	15	67	48	
Magnolia.....	State Agricultural School (District 3)*.....	do.....	H. K. Sanders.....	8	2	10	72	68	140	4	1	30	30	42	38	4	1	30	30	42	38	
Russellville.....	State Agricultural School (District 2)*.....	do.....	George A. Cole.....	14	8	22	198	102	300	8	4	160	52	35	50	8	4	160	50	98	52	
California:																						
Gardena.....	Gardena Agricultural High School.....	Public.....	J. B. Lillard.....	10	12	22	165	155	320	5	9	65	65	100	90	5	3	65	65	100	90	
Rutherford.....	St. Josephs Agricultural Institute.....	Private.....	Bro. Thomas H. Claffy.....	5	0	5	25	0	25	4	0	10	0	15	0	5	0	10	0	15	0	
Georgia:																						
Americus.....	Third District A. and M. School.....	State.....	J. M. Collum.....	5	4	9	106	16	122	3	2	.....	106	16	2	2	.....	.....	.....	106	16	
Barnesville.....	Sixth District Agricultural School *.....	do.....	W. H. Maxwell.....	4	2	6	51	38	89	4	2	.....	51	38	4	2	.....	.....	.....	51	38	
Carrollton.....	Fourth District A. and M. School *.....	do.....	J. H. Melson.....	4	2	6	85	50	135	4	2	20	10	20	10	4	2	.....	.....	65	40	
Clarksville.....	Ninth District Agricultural School.....	do.....	M. C. Gay.....	5	2	7	78	30	108	5	2	.....	78	30	5	2	.....	.....	.....	78	30	
Douglas.....	Eleventh District Agricultural School.....	do.....	J. W. Powell.....	4	2	6	52	32	84	3	2	.....	52	30	3	2	.....	.....	.....	52	0	
Granite Hill.....	Tenth District Agricultural School *.....	do.....	George White, Jr.....	3	3	6	38	23	61	3	2	.....	38	23	3	2	.....	.....	.....	38	23	
Madison.....	Fifth District A. and M. School *.....	do.....	W. G. Acree.....	5	1	6	59	12	71	4	0	.....	59	12	2	1	.....	.....	.....	59	12	
Monroe.....	Fifth District A. and M. School.....	do.....	J. Henry Walker.....	3	6	9	123	44	167	2	4	.....	123	44	2	4	.....	.....	.....	123	44	
Powder Springs.....	Seventh District A. and M. School.....	do.....	H. R. Hunt.....	3	6	9	130	75	205	3	3	3	.....	130	75	3	3	.....	.....	130	75	

State	School	Principal	Year	Enrollment	Teachers	Value of Property	Value of Equipment	Value of Library	Value of Land	Value of Buildings	Value of Other Assets	Total Value	Per Capita Income	Population	Area	Density	Ratio of Pupils to Teachers	Ratio of Pupils to Value of Property	Ratio of Pupils to Value of Equipment	Ratio of Pupils to Value of Library	Ratio of Pupils to Value of Land	Ratio of Pupils to Value of Buildings	Ratio of Pupils to Value of Other Assets	Ratio of Pupils to Total Value
Massachusetts	First District Agricultural School *	E. C. J. Dickens	1912	115	8	213	5	2	24	17	24	17	5	1	1	1	1	1	1	1	1	1	1	1
Massachusetts	Second District A. and M. School	S. L. Law's	1912	68	34	102	3	2	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Massachusetts	Winona College of Agriculture	J. C. Breckenridge	1912	85	0	85	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
Massachusetts	Hill Agricultural Academy	H. H. Howard	1912	19	16	35	1	2	8	7	11	9	1	1	1	1	1	1	1	1	1	1	1	1
Massachusetts	Claborn Agricultural School *	C. P. Seab	1912	32	40	72	1	1	17	30	15	10	1	0	0	0	0	0	0	0	0	0	0	0
Massachusetts	Gilbert Academy and Agricultural College (negro) *	J. R. Reynolds	1912	110	107	217	1	6	107	100	3	7	1	2	40	30	3	7	7	7	7	7	7	7
Massachusetts	Southern University and A. and M. College (negro)	J. S. Clark, Ph. D.	1912	59	88	147	3	3	48	83	4	12	4	2	70	61	4	12	4	12	4	12	4	12
Massachusetts	Agricultural High School *	C. B. Griffiths	1912	78	132	210	3	5	64	88	24	44	3	2	31	9	3	2	31	9	3	2	31	9
Massachusetts	Agricultural High School *	C. C. Kennedy	1912	100	122	192	1	5	64	84	15	19	1	2	31	9	3	2	31	9	3	2	31	9
Massachusetts	Agricultural High School *	J. B. Wise	1912	104	93	197	1	3	81	75	23	18	1	2	31	9	3	2	31	9	3	2	31	9
Massachusetts	Oak Grove State Agricultural High School *	J. C. Blanchard	1912	84	71	155	2	5	68	52	15	19	2	2	31	9	3	2	31	9	3	2	31	9
Massachusetts	Bellevue Agricultural High School *	James L. Lucas	1912	96	105	201	2	5	70	75	26	30	2	3	31	9	3	2	31	9	3	2	31	9
Massachusetts	Agricultural High School	J. H. McCollister	1912	189	211	400	3	11	168	187	21	24	2	0	16	36	21	24	2	0	16	36	21	24
Massachusetts	Agricultural High School	J. S. Pullen	1912	57	44	101	2	3	42	30	15	14	2	1	1	1	1	1	1	1	1	1	1	1
Massachusetts	Livingston Parish Agricultural High School	H. F. Simulm	1912	61	78	139	2	3	55	62	6	16	2	1	1	1	1	1	1	1	1	1	1	1
Massachusetts	Agricultural High School	W. R. C. Connet	1912	19	26	45	2	2	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0
Massachusetts	do.	O. O. Mudge	1912	70	80	150	2	4	53	55	17	25	2	1	1	1	1	1	1	1	1	1	1	1
Massachusetts	do.	Nona F. Farts	1912	68	60	127	2	2	45	51	20	18	2	2	1	1	1	1	2	2	1	1	1	1
Massachusetts	Calvert Agricultural High School	Alfred B. Mcvey	1912	33	18	51	2	1	0	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0
Massachusetts	Smith's Agricultural School and Northampton School of Industries	Herbert N. Loomis	1912	59	84	143	0	2	31	53	28	28	6	5	31	53	28	31	6	5	31	53	28	31
Massachusetts	Agricultural High School *	James P. Reed	1912	58	61	119	2	2	40	42	18	19	2	2	0	0	0	2	2	0	0	0	0	0
Massachusetts	Chippewa County School of Agriculture *	do.	1912	20	10	30	3	0	0	0	0	0	3	0	0	0	0	0	3	0	0	0	0	0
Massachusetts	Menominee County School of Agriculture and Domestic Science	Dr. W. G. Earle	1912	5	31	26	0	1	0	0	0	0	3	1	1	1	1	3	1	1	1	1	1	1
Massachusetts	Associated Schools of Agriculture	A. E. Pickard	1912	30	541	672	1213	5	25	449	564	92	108	4	2	103	97	182	4	2	103	97	182	4
Massachusetts	Northest School of Agriculture *	C. G. Selvig	1912	15	112	25	137	0	2	0	0	0	9	6	1	1	1	9	6	1	1	1	1	1
Massachusetts	West Central School and Station	E. C. Higbee	1912	9	57	49	106	0	2	0	0	0	4	3	0	0	0	4	3	0	0	0	0	0
Massachusetts	Jasper County Agricultural High School	J. E. Gibson	1912	8	125	150	275	2	6	80	89	44	52	2	6	80	89	44	2	6	80	89	44	52
Massachusetts	Yazoo County Agricultural High School	Frank M. Drake	1912	5	54	31	85	2	2	14	0	40	31	2	2	14	0	40	31	2	2	14	0	40
Massachusetts	Chickasaw County Agricultural High School	J. D. Cork	1912	3	35	29	64	2	1	0	0	0	2	1	1	1	1	2	1	1	1	1	1	1

\* Statistics of 1912-13.

TABLE 16.—*Schools of agriculture—Instructors and students, 1913-14—Continued.*

Location.	Name of Institution.	Control.	President, director, or principal.	Instructors.				Pupils.				Literary instruction.								Agricultural instruction.							
				Women.		Total.	Male.		Female.	Total.	Men.		Women.	Male.		Female.	Men.		Women.	Elementary pupils.		Secondary students.		Elementary pupils.		Secondary students.	
				Men.	Women.		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
Mississippi—Contd.																											
Canden.....	Madison County Agricultural High School.*	Public..	J. M. Rigby.....	1	3	4	37	30	67	1	3					37	30	1	3					37	30		
Cleveland.....	Bolivar County Agricultural High School.	do.....	A. K. Eckles.....	3	2	5	56	47	103	3	2	14	10	42	37	3	2							42	37		
Courtland.....	Panola County Agricultural High School.*	do.....	M. E. Moorhead.....	3	1	4	53	28	81	3	1					53	28	3	1					53	28		
Derma.....	Calhoun County Agricultural High School.	do.....	V. V. Eason.....	2	6	8	118	101	219	2	6	91	84	27	17	2	6	91	84	2	6			27	17		
Ellisville.....	Jones County Agricultural High School	do.....	F. J. Hubbard.....	4	3	7	110	75	185	2	2					110	75	2	1					110	75		
Goodman.....	Holmes County Agricultural High School.	do.....	G. H. Love.....	3	5	8	83	60	143	3	3	48	37	35	23	3	3							35	23		
Kossuth.....	Alcorn County Agricultural High School.	do.....	Hal Anderson.....	2	2	4	115	127	242	4	4	70	80	45	47	4	4	70	80	4	4			45	47		
Lena.....	Leake County Agricultural High School	do.....	T. J. Barnett.....	1	1	2	53	51	104	2	0					53	51	1	1					53	51		
Longview.....	Oktibbeha County Agricultural High School.	do.....	J. A. Lamb.....	3	6	9	101	94	195	3	2	64	60	37	34	3	2							37	34		
Mashulaville.....	Noxubee County Agricultural High School.	do.....	O. I. Polndexter.....	2	5	7	52	41	93	2	2	31	31	21	10	2	2							21	10		
Mendenhall.....	Simpson County Agricultural High School.*	do.....	Monroe F. Ball.....	2	4	6	41	95	136	2	4					41	95	2	4					41	95		
Moorhead.....	Sundowner County Agricultural High School.	do.....	J. W. Sargent.....	3	5	8	99	81	180	3	2	64	42	50	24	1	1							42	24		
Oakland.....	Yalobusha County Agricultural High School.	do.....	T. C. Bradford.....	2	3	5	70	80	150	2	3					10	80	2	3					70	80		
Olive Branch.....	De Soto County Agricultural High School.	do.....	W. D. Gooch.....	2	2	4	50	45	95	2	2	8	7	42	38	2	2							42	38		
Perkinston.....	Harrison County Agricultural High School.	do.....	J. A. Huff.....	3	3	6	68	39	107	3	3	15	12	53	27	1	1	15	12	53	27			53	27		
Pheba.....	Clay County Agricultural High School.	do.....	E. R. Strahan.....	2	4	6	58	56	114	1	1					30	26	2	4					30	26		
Poplarville.....	Pearl River County Agricultural High School.	do.....	W. Jacobs.....	5	2	7	67	50	117	2	1					67	50	5	2					67	50		

Socobia.....	Kemper County Agricultural High School.	W. S. Huddleston.....	3	2	5	97	70	167	3	2	40	20	57	50	2	0	.....	57	50
Union Church.....	Jefferson County Agricultural High School.*	.....	2	2	4	71	59	130	2	2	51	46	20	13	2	0	.....	20	13
Missouri:																			
Dalton.....	Bartlett Agricultural and Industrial School.	W. K. Jones.....	4	3	7	67	41	108	2	2	32	26	44	26	2	3	17	19	11
Nebraska:																			
Curtis.....	Nebraska School of Agriculture.....	C. V. Williams.....	5	4	9	56	58	114	2	2	.....	53	50	3	2	.....	56	52	
New Jersey:	Baron de Hirsch Agricultural School.....	Louis J. Cohen.....	11	0	11	101	0	101	11	0	101	0	.....	.....	11	0	101	0	.....
Woodbine.....	New York State School of Agriculture at Alfred University.	W. J. Wright.....	17	4	21	138	55	193	2	1	.....	138	55	15	3	.....	138	55	
New York:	New York State School of Agriculture at St. Lawrence University.	Almon Gunnison, D. D.....	7	5	12	78	57	135	2	2	.....	78	50	5	3	.....	78	57	
Alfred.....	Lincoln Agricultural School.*	Brother Barnabas.....	11	0	11	330	0	330	6	0	230	0	5	0	5	0	230	0	5
Canton.....	Joseph Keesbey Brick Agricultural Industrial and Normal School (negro). The Cowee Mountain School of Industries and Agriculture.	T. S. Inborden.....	6	13	19	172	180	352	3	5	105	101	13	31	3	5	105	101	13
Lincolndale.....	do.....	H. B. Allen.....	4	3	7	28	15	43	1	1	28	15	.....	.....	3	2	28	15	.....
North Carolina:	do.....	do.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bricks.....	The Patterson School.	Hugh A. Dobbin.....	2	0	2	28	0	28	.....	.....	.....	.....	.....	.....	2	0	8	0	12
Leatherman.....	Carolina Collegiate and Agricultural Institute.	Dr. E. F. Green.....	2	4	6	101	109	210	2	4	67	64	35	44	2	0	23	27	17
Legerwood.....	do.....	do.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Star.....	do.....	do.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Dakota:																			
Beach.....	State Agricultural High School.	C. J. M. Nelson.....	5	10	16	197	192	389	3	8	154	143	43	49	2	2	24	20	15
Carrington.....	do.....	Alfred L. Schafer.....	6	13	19	175	215	380	4	12	140	165	35	50	2	2	50	60	22
La Motre.....	do.....	J. B. Bjornson.....	4	14	18	151	158	309	3	14	110	114	41	44	2	0	32	0	23
Park River.....	Waish County Agricultural and Training School.	William A. Broyles.....	3	3	6	65	46	111	2	2	.....	65	46	1	0	.....	65	46	8
Valva.....	State Agricultural High School.	A. N. Detmer.....	5	5	10	118	183	301	3	3	100	140	18	43	5	5	100	140	18
Oklahoma:																			
Broken Arrow.....	Haskell State School of Agriculture.....	Elihu B. Hinshaw.....	5	4	9	42	65	107	2	2	0	7	42	58	3	2	0	7	42
Goodwell.....	Paulhandle Agricultural Institute.....	S. W. Black.....	7	2	9	69	149	7	7	2	24	56	45	7	2	24	56	45	45
Lawton.....	Cameron State School of Agriculture.*	E. M. Frost.....	5	4	9	73	44	117	4	3	43	32	30	12	1	43	32	30	12
Tishomingo.....	Murray State School of Agriculture.....	R. M. McCool.....	5	0	5	67	44	111	3	0	31	20	36	24	2	0	31	20	36
Warner.....	Connors State School of Agriculture.....	J. S. Malone.....	6	2	8	29	29	58	6	2	10	10	19	19	6	2	10	10	19
Pennsylvania:																			
Ambler.....	Pennsylvania School of Horticulture for Women.	Jessie T. Morgan.....	2	1	3	0	31	31	2	1	.....	.....	0	31	2	1	.....	0	31
Downingtwn.....	Industrial and Agricultural School (negro)	Wm. A. Credit.....	5	4	9	153	30	183	5	4	110	25	43	5	5	4	110	25	43
Farm School.....	National Farm School.....	John H. Washburn, Ph. D.....	6	2	8	136	0	136	6	2	.....	136	0	6	2	.....	136	0	6
South Carolina:																			
Frogmore.....	Penn Normal Industrial and Agricultural School.	Rossa B. Cooley.....	9	13	22	135	171	306	2	6	135	171	.....	.....	7	9	135	171	.....
Tennessee:																			
Brunswick.....	Bolton College Agricultural High School.	S. H. Starr.....	4	2	6	38	28	66	4	2	.....	38	28	3	0	.....	38	28	3

\* Statistics of 1912-13.

TABLE 16.—*Schools of agriculture—Instructors and students, 1913-14—Continued.*

Location.	Name of institution.	Control.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Agricultural instruction.					
				Men.	Women.	Total.	Male.	Female.	Total.	In-structors.		Elemen-tary pupils.		Second-ary stud-ents.		In-structors.		Elemen-tary pupils.		Second-ary stud-ents.	
										Men.	Women.	Male.	Female.	Men.	Women.	Male.	Female.	Men.	Women.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Tennessee—Contd. Madison.....				5	6	7		9	10	11	12	13	14	15	16	17	18	19	20	21	22
Vermont: Randolph Cen- ter.....		Private.	E. A. Sutherland, M. D.	5	11	16	31	47	78	5	11	.....	.....	31	47	5	11	.....	.....	31	47
Virginia: Vermont State School of Agriculture.....		State.....	G. Leland Green.....	5	1	6	78	0	78	5	1	.....	.....	78	0	5	1	.....	.....	78	0
Agricultural High School *.....		Public.	Lindsay Crowley.....	1	9	10	179	210	389	1	9	141	170	38	40	1	3	.....	.....	30	30
Appomattox.....		do.	L. J. Stanley.....	1	6	7	63	92	155	1	6	50	75	13	17	1	2	.....	.....	13	17
Burkeville.....		do.	F. A. Hodge.....	2	8	10	130	155	285	2	7	90	110	40	40	2	1	35	40	40	45
Chester.....		do.	L. O. Grady.....	4	4	8	29	34	63	4	4	20	30	9	4	2	1	20	30	9	4
Dinwiddle.....		Private.	R. L. Wiley.....	2	4	6	83	73	156	2	2	50	52	33	21	2	2	.....	.....	33	21
Elk Creek.....		Public.	R. A. Lowry.....	2	5	7	74	84	158	2	2	47	52	27	32	2	2	.....	.....	27	32
Forest Depot.....		do.	Geo. W. Guy.....	2	14	16	222	284	506	2	6	149	157	73	127	2	6	.....	.....	73	127
Hampton.....		do.	C. H. Yarroworth.....	2	5	7	49	79	128	1	4	15	23	37	54	2	2	15	23	41	29
Manassas.....		State.....	E. M. Hunter.....	2	4	6	86	108	191	2	2	65	66	21	39	2	1	.....	.....	18	30
Lebanon.....		Public.	J. O. Beard.....	2	7	9	111	140	251	2	7	98	119	13	21	2	2	.....	.....	13	21
Middletown.....		do.	Theo. Sexaner.....	4	2	6	50	16	66	4	2	.....	.....	50	16	4	2	.....	.....	50	16
Wisconsin: Menominee.....		do.	T. H. Camplan.....	1	3	4	37	19	56	0	1	.....	.....	37	19	1	2	.....	.....	37	19
Onalaska.....		do.	John A. James.....	4	2	6	45	35	80	2	2	.....	.....	45	35	4	2	.....	.....	45	35
Rochester.....		do.	F. J. Slevers.....	10	3	13	114	85	199	1	2	.....	.....	114	85	9	2	.....	.....	114	85
Wauwatosa.....		do.	P. J. Gunderson.....	3	1	4	25	22	47	1	0	.....	.....	25	22	2	1	.....	.....	25	22
Winneconne.....		do.																			

• Statistics of 1912-13.

TABLE 17.—Schools of agriculture—Property and expenditures, 1913-14.

Location.	Name of institution.	Volumes in library.	Value of buildings and grounds.	School-site appurtenances, furniture, machinery, etc.	Permanent endowment, or productive funds.	Expended for salaries of teachers.	For buildings and lasting improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12
Alabama:											
Abbeville.....	Third District Agricultural School.....	500	\$25,000	\$2,000							
Albertville.....	Seventh District Agricultural School.....		16,000	300							
Athens.....	Eighth District Agricultural School.....	1,500	8,000	1,000							
Blountsville.....	Ninth District Agricultural School.....	880	20,000	1,000		\$1,320		\$100	\$500	\$300	\$1,720
Evergreen.....	Second District Agricultural School.....	200	15,000	1,000		5,025		50	75	30	5,825
Hamilton.....	Sixth District Agricultural School.....	250	7,000	1,000		1,600		50	825	75	1,955
Jackson.....	First District Agricultural School.....	600	3,000	1,800		5,750	200				6,400
Lineville.....	Northeast Alabama Agricultural and Industrial Institute.*	500									
Sylacauga.....	Fourth District Agricultural School.....	300	30,000	500		4,100		500		100	4,700
Uletumka.....	Fifth District Agricultural School.....	1,800	50,000	500	\$4,500	6,000	1,000	100		3,200	10,400
Arkansas:											
College Station.....	State Agricultural School (District 4).....	200	270,000	6,000			2,000	400	200		2,600
Jonesboro.....	State Agricultural School (District 1)*.....	1,700	150,000	15,000		52,000	25,000	3,000	2,000	500	82,500
Magallowa.....	State Agricultural School (District 3)*.....	1,200	180,000	3,000		12,000	60,000	6,000	2,000	500	80,500
Russellville.....	State Agricultural School (District 2)*.....	250	120,000	2,500		10,000	3,500	1,300	1,000	500	16,200
California:											
Gardena.....	Gardena Agricultural High School.....	1,000	75,000	15,000		6,000	2,000	200		800	9,000
Rutherford.....	St. Joseph's Agricultural Institute.....	150	200,000	20,000		2,400	4,000	2,000	3,000	1,000	12,400
Georgia:											
Americus.....	Third District A. and M. School.....	258	60,000	600		7,000	1,000	400	600	1,200	10,200
Barnesville.....	Sixth District Agricultural School.....		80,000	1,500							
Carrollton.....	Fourth District A. and M. School.....	400	100,000	700		3,500					3,500
Charlesville.....	Ninth District Agricultural School.....	500	31,000	350		5,500	400	225	175	1,210	7,510
Douglas.....	Tenth District Agricultural School.....	300	52,000	2,500							
Graville Hill.....	Twelfth District Agricultural School.....	300	20,000	2,000							
Madison.....	Fifth District A. and M. School.....	350	50,000	2,000		14,000		100			14,000
Monroe.....	Seventh District A. and M. School.....	500	62,000	4,000		2,400	100	100	75	50	2,625
Ponder Springs.....	First District A. and M. School.....	400	60,000	2,000		6,801	2,200	875		1,194	11,130
Statesboro (R. F. D. 4).....	First District Agricultural School.....	200	150,000	450							
Tifton.....	Second District A. and M. School.....	550	100,000	12,000	10,000	2,000		50	300		2,350
Indiana:											
Whompa Lake.....	Whompa College of Agriculture.....										

\* Statistics of 1912-13.

TABLE 17.—Schools of agriculture—Property and expenditures, 1913-14—Continued.

Location.	Name of institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, materials, etc.	Permanent endowment, or productive funds.	Expended for salaries of teachers.	For buildings and lasting improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12
Kansas:	Hill Agricultural Academy.....	400	\$12,000	\$100							
Louisiana:	Claborne Agricultural School *.....	35	2,000	100		\$1,000		\$25	\$200	\$25	\$1,250
Arizona:	Gilbert Academy and Agricultural College (negro)*.....	1,500	77,000	5,000	\$47,000	1,500		200	150	40	1,890
Baldwin:	Southern University and A. and M. College (negro).....	2,852	78,000	9,522							
Baton Rouge.....	Agricultural High School *.....	518	13,000	1,750		1,200	\$1,500	360	208	375	1,500
Dodson.....	Agricultural High School.....	500	12,000	700			4,500	2,500			6,643
Goldonna.....	Agricultural High School.....	150	4,500	150							2,500
Grayson.....	Oak Grove State Agricultural High School *.....	61	12,000	600							
Hope Villa.....	Bellevue Agricultural High School *.....	70	6,500	50		9,630	662	623	735	400	12,050
Leesville (R. F. D.).....	Agricultural High School.....	200	25,000	5,254							
Merryville.....	Agricultural High School.....										
Stonewall.....	Livingston Parish Agricultural High School.....	119	3,115	1,350							
Walker.....	Agricultural High School.....	415	15,000	1,500							
Baden.....	do.....	128	2,500	250							
Preston.....	do.....	222	20,000	450							
Ridgely.....	Calvert Agricultural High School.....	190									
Rising Sun (R. F. D.).....											
Massachusetts:	Smith's Agricultural School and Northampton School of Industries.....	100	76,000	16,500	260,663	19,036	2,773	882	5,220	3,798	31,719
Northampton.....	Agricultural High School *.....	43	30,000	200							
Petersham.....	Chippewa County School of Agriculture *.....	80	35,000	2,700							
Michigan:	Menominee County School of Agriculture and Domestic Science.....	207	63,000	4,400		4,720	250	35	60	50	5,115
Menominee.....											
Minnesota:	Associated Schools of Agriculture.....	1,000	40,000	10,000		3,700	2,500	600	800	400	8,000
Cokato.....	Northwest School of Agriculture *.....	600	325,000	40,000		27,000	65,000	15,000	800	12,000	119,800
Crookston.....	West Central School and Station.....	1,366	250,350	23,110		8,738		7,362	11,308		27,408
Mississippi:	Jasper County Agricultural High School.....	40	7,500	500							
Bay Springs.....	Yazoo County Agricultural High School.....										
Benton.....											

[illegible]

Included in column 11.

◆ Statistics of 1912-13.

TABLE 17.—Schools of agriculture—Property and expenditures, 1913-14—Continued.

Location.	Name of institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment, or productive funds.	Expended for salaries of teachers.	For buildings and lasting improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12
Pennsylvania:											
Amble.	Pennsylvania School of Horticulture for Women.	1,000	53,100	9,000							
Downingtown.	Industrial and Agricultural School (negro).	5,400	97,000	17,800	90,000	6,872	1,712	1,469	2,188	139	12,380
Farm School.	National Farm School.										
South Carolina:											
Frogmore.	Penn Normal Industrial and Agricultural School.	2,831	51,139	8,464		4,504			5,923	1,261	11,688
Tennessee:											
Brunswick.	Bolton College Agricultural High School.	1,300	100,265	9,631	60,000						
Madison.	Nashville Agricultural and Normal Institute.	850	30,000	1,200			3,000	600		7,500	11,100
Vermont:											
Randolph Center.	Vermont State School of Agriculture.	5,000	40,000	5,000							
Virginia:											
Appomattox.	Agricultural High School.*	1,000	25,000	1,500			2,500				2,500
Burkeville.	Haystack Agricultural High School.*	300	20,000	400							
Chester.	Third District Agricultural High School.	190	22,000	4,100							
Dinwiddie.	Agricultural and Industrial School (negro).	430	25,000	1,000							
Elk Creek.	Elk Creek Training School.	400	15,000	1,000							
Forest Depot.	New London Academy.	100	20,000	5,000							
Frampton.	Agricultural High School (West End Academy).	900	65,000			1,855	175	65	120		2,215
Manassas.	Agricultural High School.	1,060	8,100	2,000		900	1,000	100	100	25	2,125
Manassas.	Lebanon State School.*	200	25,000	1,000							
Middletown.	Agricultural High School.*	100	17,500	1,000							
Wisconsin:											
Dunn.	Dunn County School of Agriculture.					7,400	500	100	900	1,200	10,000
Menominee.	LaCrosse County School of Agriculture and Domestic Economy.	1,200	60,000	10,000		8,000	2,000	2,000	1,500	1,000	14,500
Onalaska.	Racine County School of Agriculture and Domestic Economy.*	300	40,000	10,000		1,600	2,000		600	400	4,800
Rochester.	Milwaukee County School of Agriculture and Domestic Economy.	999	287,600	43,138		23,263	2,263	2,643	17,535	19,327	65,031
Wauwatosa.	Winnebago County School of Agriculture and Domestic Economy.*	452	40,000	2,000		5,092		470	297	2,796	8,655
Winneconne.											

\* Statistics of 1912-13.

TABLE 18.—Manual and industrial training schools—Instructors and students, 1913-14.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Manual-arts instruction.					
			Instructors.		Total.	Pupils.		Total.	Instructors.		Elementary pupils.		Second-ary students.		Instructors.		Elementary pupils.		Second-ary students.	
			Men.	Women.		Male.	Female.		Men.	Women.	Male.	Female.	Male.	Female.	Men.	Women.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama:																				
Benson.....	Kowolga Academic and Industrial Institute (negro).....	W. Rutherford Banks.....	5	5	10	80	95	175	3	4	78	91	2	4	2	2	43	59	2	4
Birmingham.....	St. Mark's Academic and Industrial School (negro)*.....	Rev. C. W. Brooks.....	0	6	6	38	212	250	0	3	33	167	5	45	0	3	33	167	5	45
Brewton.....	Downing Industrial School.....	Rev. J. M. Shober.....	0	6	6	0	122	122	0	4	0	48	0	74	0	4	0	48	0	74
Camp Hill.....	Southern Industrial Institute*.....	Lyman Ward.....	4	9	13	71	37	108	4	9	12	10	44	20	4	9	12	10	49	26
Centerville.....	Centerville Industrial Institute (negro).....	Henry D. Davidson.....	1	2	3	68	60	128	1	2	54	44	10	18	1	2	54	44	10	18
Greenville.....	Lomax Hannon High and Industrial Institute (negro).....	J. R. Wingfield.....	3	6	9	125	150	275	3	6	80	120	45	30	3	6	80	120	45	30
Miller's Ferry.....	Millers Ferry Normal and Industrial School (negro).....	C. H. Johnson, D. D.....	5	8	13	152	200	352	5	8	153	160	13	26	5	8	100	160	13	26
Mobile.....	Emerson Institute (negro)*.....	William B. Smith.....	4	9	13	119	214	333	3	7	110	170	9	38	1	1	90	130	8	9
Selma.....	Knox Academy (negro).....	W. J. Sanderson.....	3	19	22	370	516	886	2	15	358	496	12	20	1	8	74	106	12	20
Talladega.....	Talladega College (negro).....	J. M. P. Metcalf.....	15	29	44	299	369	668	12	25	192	252	105	104	4	6	163	223	62	80
Waugh.....	Mount Meigs Colored Institute.....	Cornelia Bowen.....	1	6	7	45	60	105	0	5	40	48	5	12	1	2	40	48	5	12
Arkansas:																				
Dermott.....	Southeastern Baptist Industrial Academy (negro)*.....	Rev. I. G. Bailey.....	3	3	6	43	92	135	3	3	40	82	3	10	2	3	20	60	3	10
California:																				
Oakland.....	Polytechnic College of Engineering.....	H. C. Ingram.....	11	0	11	300	0	300							11	0			300	0
San Francisco.....	Bestis Art School.....	A. W. Best.....	1	1	2	30	26	56											30	26
Do.....	California School of Mechanical Arts.....	Geo. A. Merrill.....	9	6	15	294	15	309	2	4			294	15	7	2			294	15
Do.....	Cogswell Polytechnical College.....	Geo. B. Miller.....	6	15	21	170	128	298	3	3			170	128	6	3			170	128
Do.....	Heald's School of Mining and Engineering.....	Edward P. Heald.....	13	0	13	450	0	450											450	0
Do.....	Lux School of Industrial Training.....	Geo. A. Merrill.....	1	9	10	0	161	161	0	3			0	161	1	6			0	161
Do.....	Wilmerding School of Industrial Arts.....	do.....	12	3	15	215	0	215	2	1			215	0	10	2			215	0

\* Statistics of 1912-13.

TABLE 18.—Manual and industrial training schools—Instructors and students, 1913-14—Continued.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Manual-arts instruction.					
			Men.	Women.	Total.	Male.	Female.	Total.	Instructors.		Elemen- tary pupils.		Second- ary students.		Instructors.		Elemen- tary pupils.		Second- ary students.	
									Men.	Women.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Colorado:																				
Denver.....	Denver School of Trades (public).....	W. C. Borst.....	5	0	5	56	0	56	1	0			56	0	4	0			56	0
Connecticut:																				
Bridgewater.....	State Trade Education Shop.....	James F. Johnson.....	10	4	14	199	48	247							10	4	199	48		
Hartford.....	Hillier Institute.....	Walter S. Paine.....	24	2	26	745	0	745	9	0	344	0	187	0	15	2	344	0	214	0
New Britain.....	State Trade Education Shop.*.....	F. J. Trinder.....	6	4	10	113	60	173							6	4	113	60		
New London.....	Manual Training and Industrial School.....	F. S. Hitchcock.....	7	10	17	133	252	385	2	3			133	252	5	7			133	252
Stamford.....	Yale & Towne Manufacturing Co. School.....	A. F. Bardwell.....	3	0	3	70	0	70	3	0			70	0	3	0			70	0
District of Columbia:																				
Takoma Park.....	Bliss Electrical School.....	Louis D. Bliss.....	10	0	10	155	0	155							10	0			155	0
Washington.....	National School of Domestic Arts and Sciences.....	Mary Arline Zurhorst.....	0	16	16	0	150	150							0	16			0	150
Do.....	Industrial Home School *.....	C. W. Skinner.....	5	12	17	151	80	231	1	3	90	48	5	4	5	12	120	50		
Florida:																				
Daytona.....	Daytona Industrial School (negro).....	Mary McLeod Bethune.....	1	8	9	0	118	118	0	5	0	93	0	25	1	3	0	93	0	25
Do Fumak.....	Thomas Industrial Institute.....	J. T. Littleton.....	2	5	7	70	36	106	1	3	15	11	8	18	1	2	38	16	11	5
Jacksonville.....	Boylan Home Industrial Training School (negro).....	Bertha E. Losee.....	0	15	15	0	224	224	0	11	0	215	0	9	0	4	0	107	0	6
Georgia:																				
Albany.....	Albany Bible and Manual Training Institute (negro).....	J. W. Holley.....	6	9	15	109	196	305	3	7	98	144	7	35	3	3	12	31	7	35
Arcadia.....	Dorchester Academy (negro).....	J. F. de Castro.....	3	10	13	117	205	322	1	5	105	158	12	47	2	5	105	158	12	47
Athens.....	Knox Institute and Industrial School (negro).*	L. S. Clark, A. M.....	3	10	13	127	248	375	3	9	99	204	28	44	3	4	22	84	28	44
Atlanta.....	Apprentice School of Foote & Davies Co.....	Ralph O. Powell.....	8	0	8	25	0	25	2	0			25	0	0	0			25	0
Do.....	Spelman Seminary (negro).....	Lucy H. Tapley.....	0	42	42	0	703	703	0	23	0	437	0	226	0	19	0	352	0	158
Brunswick.....	Selden Normal and Industrial Institute (negro).*	Henry A. Bleach.....	4	6	10	82	121	203	3	6	51	81	31	40	4	6	30	55	16	35

Cordele.....	Hoisey Normal and Industrial Acad- emy (negro).	G. W. F. Phillips.....	2	4	6	82	140	222	1	3	75	180	7	10	1	3	75	180	7	10
Foryth.....	Normal and Industrial School (negro).	William M. Hubbard.....	2	5	7	139	191	330	2	5	113	153	26	38	2	5	113	153	26	38
Fort Valley.....	High and Industrial School (negro).	H. A. Hunt.....	6	12	18	178	299	477	6	7	162	284	16	35	5	6	110	203	17	35
Mount Berry.....	Martha Berry School.....	Martha Berry.....	0	11	11	0	118	118	0	0	0	0	0	0	0	0	0	0	0	0
Do.....	Berry School.....	do.....	8	11	19	180	300	300	6	11	100	90	100	60	8	5	100	60	80	60
Plains (R. F. D.).....	Johnson Home Industrial College.....	A. J. Johnson.....	4	5	9	78	91	169	2	3	9	14	38	27	2	2	32	41	23	25
Rome.....	Rome High and Industrial School.....	J. H. Gadsden, B. Th.....	3	4	7	44	88	100	3	4	35	36	9	20	2	2	36	35	9	20
Thomasville.....	Allen Normal and Industrial School.....	Miss A. B. Howland.....	0	12	12	100	300	400	0	8	95	270	6	29	0	4	30	140	6	26
Idaho:																				
Weiser.....	Idaho Industrial Institute.....	Rev. E. A. Paddock.....	4	6	10	27	32	59	2	4	6	6	21	26	2	3	6	6	21	26
Illinois:																				
Chicago.....	Chicago Technical College.....	Charles W. Morey.....	20	0	20	630	0	650							20	0			650	0
Do.....	Jewish Training School *.....	Joseph L. Baché.....	5	16	21	268	282	578	2	11	296	282			3	5	193	194		
Do.....	School for Apprentices of the Lakeside Press.....	E. E. Sheldon.....	3	0	3	150	0	150	2	0			150	0					150	0
Do.....	Technological College of the Zymo-technic Institute.....	F. P. Siebel, Ph. C.....	12	0	12	35	0	35	12	0			35	0	12	0			35	0
Do.....	University High School.....	Franklin W. Johnson.....	19	16	35	243	222	465	16	11			243	222	3	5			111	85
Do.....	Wall-Henius Institute of Fermentol-ogy.....	Robert Wall.....	9	0	9	38	0	38							9				38	0
Peoria.....	Theodore C. Burgess.....	Theodore C. Burgess.....	28	19	47	699	391	1,080	15	10			329	378	16	9			630	382
Rockford.....	Bradley Polytechnic Institute.....	H. A. Taveira.....	6	0	6	124	0	124	1	0	23	0			6	0	88	0	36	0
Indianapolis.....	Association Institute of Y. M. C. A. *.....	Roy M. Van Fleet.....	30	0	30	843	0	843							30	0	163	0	650	0
Do.....	Art Association of Indianapolis.....	Harold H. Brown.....	5	3	8	83	188	271							5	3			83	188
Princeton.....	Princeton Normal and Industrial Uni-versity (Negro).....	H. F. Smith.....	3	3	6	30	15	45	3	3			30	15	3				30	15
Rolling Prairie.....	The Interlaken School.....	Edward A. Rumely.....	10	5	15	100	0	100	10	5	34	0	66	0	10	5	34	0	66	0
Low Des Moines.....	Highland Park College.....	Geo. P. Magill, D. D.....	4	0	4	50	0	50	4	0			50	0	4	0			50	0
Kansas:																				
Kansas City (quindaro).....	Western University (negro). *.....	H. T. Keeling.....	13	8	21	78	135	213	10	6	26	30	45	82	7	2	25	23	38	70
Kentucky:																				
Hindan.....	W. C. T. U. Settlement School.....	Mrs. F. E. Beauchamp.....	2	15	17	147	168	315	0	10	129	161	18	7	2	5	129	161	18	7
Lincoln Ridge.....	Lincoln Institute of Kentucky (negro).....	Rev. A. E. Thurman.....	8	7	15	70	58	128	4	4	37	30	33	28	4	3	37	30	33	28
Madisonville.....	Atkinson Literary and Industrial Col-lege (negro).....	J. W. Martin, A. M.....	2	4	6	27	52	79	2	4	17	27	10	25	2	4	17	27	10	25
Louisiana:																				
Baldwin.....	Gilbert Academy and Industrial Col-lege (negro).....	J. R. Reynolds.....	2	8	10	103	140	243	2	8	97	132	6	8	2	8	97	132	6	8
Lafayette.....	Southwestern Louisiana Industrial Institute (public). *.....	E. L. Stephens.....	13	7	20	139	166	305	5	2			118	127	4	2			118	127
New Orleans.....	Isidore Newman Manual Training School.....	Clarence C. Henson.....	10	15	25	245	151	396	6	12	165	119	72	40	4	3	165	119	40	20
Do.....	Peck School of Domestic Science and Art (negro).....	Ida M. Gibson.....	0	3	3	0	237	237							0	3	0		138	0
Ruston.....	Louisiana Industrial Institute.....	J. E. Kenny.....	27	8	35	729	503	1,232	25	6			729	503	27	8			729	503
Maine:																				
Springvale.....	Nasson Institute.....	Louisa I. Pryor.....	0	4	4	0	63	63	0	4			0	63	0	4			0	63

\* Statistics of 1912-13.

TABLE 18.—Manual and industrial training schools—Instructors and students, 1913-14—Continued.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Manual-arts instruction.					
			Men.	Women.	Total.	Men.	Women.	Total.	Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.	
									Men.	Women.	Male.	Female.	Male.	Female.	Men.	Women.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Maryland:	National Junior Republic.....	Summerfield Baldwin.....	2	1	3	48	3	51	2	1	34	0	14	3	2	0	34	0	14	3
Annapolis Junction.	Maryland Institute for the Promotion of Mechanic Arts.....	John M. Carter.....	33	6	39	1,132	227	1,359							33	6			1,132	227
Baltimore.	McDonough School.....	Morgan H. Bowman, Jr.....	9	0	9	147	0	147	7	0	119	0	28	0	3	0	60	0	12	0
Massachusetts:	Beverly Independent Industrial School *.....	William P. Taylor.....	5	0	5	77	0	77							5	0			77	0
Boston.	Boston Y. W. C. A. School of Domestic Science.....	A. Josephine Farehand.....	1	9	10	0	280	280							1	9	0	200	0	60
Boston (Jamaica Plain).	Elliot School.....	Robert H. Richards.....	3	2	5	59	55	114							3	2	18	23	41	32
Boston.	Franklin Union.....	Walter B. Russell.....	53	0	53	1,674	0	1,674							53	0			1,674	0
Do.	Hawley School of Engineering Corporation.	Thomas Hawley.....	8	0	8	505	0	505							8	0			505	0
Do.	Hebrew Industrial School *.....	Louis Hecht, Jr.....	0	11	11	0	270	270							0	11	0	260	0	10
Do.	Independent Evening Industrial School *.....	A. H. Morrison.....	31	0	31	931	22	953							31	0			931	22
Do.	Industrial School for Boys *.....	William C. Crawford.....	11	0	11	169	0	169	11	0	110	0	110	0	11	0			169	0
Do.	Massachusetts Charitable Mechanic Association Trade School.....	John W. Wood, Jr.....	10	0	10	200	0	200							10	0			200	0
Do.	School of the Museum of Fine Arts.....	Thomas Allen.....	11	3	14	65	167	222							11	3			65	167
Do.	Trade School for Girls.....	Florence E. Leadbetter.....	0	24	24	0	769	769	0	24	0	233	0	370	0	24	0	234	0	535
Do.	Wentworth Institute.....	Arthur L. Williston.....	30	0	30	953	0	953							30	0			953	0
Dorchester.	Daily Industrial School.....		0	8	8	0	87	87	0	4	0	67	0	20	0	5	0	67	0	20
Fall River.	Bradford Durfee Textile School *.....	Leontine Lincoln.....	34	0	34	202	61	268	23	0	1,212	0	0	0	11	0	80	6	0	6
Lawrence.	Independent Industrial School.....	Edgar A. Winters.....	17	27	44	436	448	884	17	27	436	403	48	45	17	27	438	403	48	45
Lowell.	Lowell Industrial School *.....	Thomas F. Fisher.....	9	6	15	105	101	206	1	2	165	101			8	4	165	101		
Do.	Lowell Textile School.....	Alexander G. Cumnock.....	27	1	28	740	13	753							27	1	740	13		



TABLE 18.—Manual and industrial training schools—Instructors and students, 1913-14—Continued.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Manual-arts instruction.					
									Instructors.		Elementary pupils.		Second-ary students.		Instructors.		Elementary pupils.		Second-ary students.	
									Men.	Women.	Total.	Male.	Female.	Total.	Male.	Female.	Men.	Women.	Total.	Male.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
New Jersey:																				
Camden.....	Young Men's Christian Association.....	Frank E. Hyslop.....	10	0	10	90	0	90	3	0	0	0	28	0	7	0	42	0	20	0
Jersey City.....	Evening Technical and Industrial High School (public).....	Frank E. Mathewson.....	18	4	22	485	106	591	1	0	0	0	64	3	17	4	0	0	485	106
Morristown.....	Morristown Automobile Engineering School.....	James O'Gorman.....	8	0	8	110	15	125	8	0	75	5	35	10	8	0	75	5	35	10
Newark.....	New Jersey College Preparatory and Boston Technical School.....	William J. Marshall, A. B.....	3	1	4	32	8	40	2	1	18	4	22	3	1	1	9	3	7	4
Trenton.....	School of Industrial Arts.....	Frank F. Frederick.....	22	5	27	477	217	694							22	5			477	217
New York:																				
Binghamton.....	Barlow School of Industrial Arts *.....	V. S. Poessler.....	1	1	2	254	261	515							1	1			254	261
Brooklyn.....	Evening Technical and Trade School.....	Henry T. Weed.....	38	8	46	1,232	613	1,845							38	8			1,257	613
Do.....	Industrial School Association, E. D.....	Andrew D. Baird.....	0	10	10	10	160	170	0	10	186	160			0	4	50	0	80	
Do.....	Yvatt Institute.....	Charles M. Pratt.....	109	80	189	1,995	1,383	3,377							109	80			1,999	1,383
Do.....	Young Women's Christian Association School *.....	Mrs. C. U. Judson.....	0	25	25	0	1,450	1,450							0	25			1,450	1,450
College Point.....	Poppenshausen Institute.....	John G. Eubree.....	7	4	11	183	109	292	2	0	0	0	46	13	5	4			117	96
Freeville.....	Georgia Junior Republic (Hunt Memorial School) *.....	G. G. Andrews.....	7	6	13	103	56	159	2	3	52	16	20	1	7	6	15	19	16	20
New York:																				
Do.....	Barnard School of Household Arts *.....	William L. Hazen.....	1	6	7	0	65	65	1	4	0	45	0	20	0	1			0	10
Do.....	Baron de Hirsch Trade School.....	J. Ernest G. Yalden.....	17	0	17	405	0	405							17	0	405	0	0	0
Do.....	Cooper Union for the Advancement of Science and Art.....	C. R. Richard.....	88	6	94	3,356	496	3,754							88	6			3,258	496
Do.....	Ethical Culture School.....	Franklin C. Lewis.....	5	10	15	279	446	725	1	4	0	0	0	72	4	6	193	225	86	221
Do.....	General Society of Mechanics and Tradesmen of New York.....	L. W. Harrington.....	32	0	32	524	0	1,824							32	0			1,824	0
Do.....	Harlem Y. W. C. A. School *.....	Mrs. S. C. Mastick.....	2	11	13	0	625	625	2	2	0	0	0	0	0	0	0	0	0	727
Do.....	Hebrew Technical Institute.....	Edgar S. Barney, A. M.....	16	1	17	347	0	347	5	1	0	0	291	0	11	0	17	0	347	0
Do.....	Hebrew Technical School for Girls.....	Nathan J. Myers.....	2	24	26	0	570	570	0	12	0	0	0	570	0	12	0	0	0	267
Do.....	Hoe & Co. Apprentice School.....	Fred S. Blackall.....	5	0	5	136	0	136	5	0	0	0	136	0	5	0	0	0	136	0

Do.....	Manhattan Trade School for Girls.....	0	43	43	0	550	550	0	18	0	280	0	270	0	18	0	280	0	270
Do.....	New York Evening School of Industrial Art (public).....	11	1	12	191	100	291						11	1			191	100	
Do.....	New York School of Applied Design for Women.....	5	11	16	0	676	676						5	11			0	676	
Do.....	New York School of Fine and Applied Art.....	11	20	31	150	527	677						6	12	100	372	50	155	
Do.....	New York Trade School.....	28	0	28	526	0	526						28	0			526	0	
Do.....	St. George's Evening Trade School *.....	12	0	12	290	0	290						12	0	72	0	218	0	
Do.....	Stuyvesant Evening Trade School for Men.....	38	0	382,063	02,063	23	0	125	0	1,200	0	15	0	125	0		768	0	
Do.....	Technical School for Carriage Draftsmen and Mechanics.....	1	0	1	65	0	65						1	0			65	0	
Do.....	Vocational School for Boys *.....	20	1	21	892	0	892	3	0	892	0		17	0	892	0			
Do.....	Webb's Academy and Home for Shipbuilders.....	4	0	4	48	0	48						4	0			48	0	
Rochester.....	Industrial School of Rochester.....	1	6	7	47	56	103	1	6	47	56		1	2	12	18			
Do.....	Mrs. John W. Oothout.....	38	27	65,1,263,1,081	2,344	8	4				303	405	38	27			1,263,1,081		
Do.....	Carleton B. Gibson, L. D.....	25	30	55,7,900	126,7,726	4	157,444	156	126	0	25	30,7,444	156	126	0		126	0	
Syracuse.....	H. H. Franklin Mfg. Co. School *.....	2	0	2	30	0	30						2	0			30	0	
Yonkers.....	O. O. Hoffman.....	10	4	14	128	86	214	3	1		128	86	7	3			128	86	
North Carolina.....	J. J. Eaton.....	0	7	7	25	157	182	0	5	14	127	0	25	0	7	0	157	0	25
Asheville.....	Alice B. Dole.....	8	8	16	75	133	208	5	3	21	26	54	107	5	6	21	26	39	107
Brevard.....	Carl H. Trowbridge.....	6	7	13	92	57	149	6	7	52	30	40	27	1	1	30	19	15	11
Charlotte.....	J. A. Baldwin.....	1	1	2	12	20	32	1	1			12	20	1	1			12	20
Clinton.....	G. W. Herring.....	1	4	5	40	78	118	0	3	33	67	7	11	1	3	33	67	7	11
Edenton.....	W. E. Woodyard.....	1	7	8	80	100	180	0	3	50	70	30	30	1	3	50	70		
Hot Springs.....	Julia E. Phillips.....	3	3	6	27	57	84	3	3			27	57	3	3			27	57
Newbern.....	William Sutton.....	3	4	7	18	31	49	3	4	10	19	8	12	3	4	10	19	8	12
Southern Pines.....	Rev. James M. Henderson.....	0	9	9	26	78	104	0	6	26	78			0	3	0	78		
Valle Crucis.....	Valle Crucis Industrial School *.....	1	5	6	69	57	126	1	5	66	55	3	2	1	5	12	30	3	2
Watha.....	Carolina Industrial School *.....	4	4	8	57	31	88	0	4			41	30	4	0			57	31
North Dakota.....	State School of Forestry.....	3	0	3	260	0	260						3	0	150	0	110	0	
Botheau.....	Cincinnati Continuation School (public).....	4	4	8	75	37	112	1	2	30	20	2	3	4	73	34	2	3	
Ohio.....	Colored Industrial School of Cincinnati (negro).....	0	24	24	0	156	156							0	24			0	156
Cincinnati.....	Jewish Kitchen Garden and Trade School for Girls *.....	34	6	40	925	125	1,050	34	6			925	125	34	6			925	125
Do.....	Ohio Mechanics Institute.....	6	10	16	276	224	500	4	6	186	141	49	32	4	6	96	80	22	16
Cleveland.....	Cleveland Jewish Orphan Asylum *.....	0	16	16	0	1,104	1,104	0	2	0	25			0	16	0	102	0	01,002
Do.....	Young Women's Christian Association.....																		

\* Statistics of 1912-13.

TABLE 18.—Manual and industrial training schools—Instructors and students, 1913-14—Continued.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.						Manual-arts instruction.					
			Men.	Women.	Total.	Male.	Female.	Total.	Instructors.	Elementary pupils.		Secondary students.		Instructors.	Elementary pupils.		Secondary students.		Male.	Female.
										Men.	Women.	Male.	Female.		Men.	Women.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Ohio—Continued.																				
Columbus.....	Columbus Trade School (public).....	J. H. Gill.....	8	1	9	84	0	84	3	0			84	0	8	1			84	0
Greenville.....	Wayne Technical Institute.....	John Beers.....	1	0	1	6	0	6	1	0			6	0	1	0			6	0
Wilmington.....	Andrews Institute for Girls.....	S. D. Shankland.....	1	11	12	0	142	142	1	3	0	51	0	72	0	11	0	51	0	91
Oklahoma.....																				
Ada.....	St. Agnes Academy.....	Mother Mary.....	0	8	8	0	143	143	0	8	0	136	0	7	0	8	0	136	0	7
Pennsylvania.....																				
Altoona.....	Pennsylvania Railroad School for Apprentices.....	J. W. L. Hale.....	3	0	3	183	0	183							3	0			183	0
East Pittsburgh.....	Casino Technical Night School.....	C. R. Dooley.....	37	9	46	613	125	738							37	9	286	125	377	0
Freeland.....	Mining and Mechanical Institute *.....	W. R. Bray.....	9	0	9	200	0	200	8	0			160	0	2	0	12	0	40	0
Homestead.....	C. M. Schwab Industrial School.....	Rodney S. Irace.....	4	4	8	425	425	850							4	4	300	300	125	125
Lancaster.....	Bowman Technical School.....	John J. Bowman.....	8	0	8	55	8	63							8	0	55	8	55	8
Do.....	Thaddeus Stevens Industrial School for Boys (State).....	William Mellor.....	8	1	9	72	0	72	8	1			72	0	8	1			72	0
Mont Alto.....	Pennsylvania State Forest Academy.....	Edwin A. Ziegler.....	5	0	5	26	0	26	5	0			26	0	5	0			26	0
Philadelphia.....	Drexel Institute.....	Hollis Godfrey, Sec. D.....	34	30	64	1,733	1,040	2,773	11	5			1,733	1,040	23	25			1,733	1,040
Do.....	Franklin Institute School of Mechanic Arts.....	Wm. H. Thorne.....	11	0	11	305	1	306							11	0			305	1
Do.....	Girard College.....	Chaesman A. Hartick, L. D.....	32	34	66	1,520	0	1,520	17	35	1,170	0	344	0	17	1	450	0	344	0
Do.....	Pennsylvania Museum and School of Industrial Art.....	Leslie W. Miller.....	33	7	40	788	483	1,271							33	7			788	483
Do.....	Philadelphia College of Horology.....	F. W. Schuber.....	5	0	5	138	4	142							5	0			138	4
Do.....	Philadelphia School of Design for Women.....	Daniel Baugh.....	4	7	11	0	121	121							4	7	0	48	0	73
Do.....	Philadelphia Trades School.....	William C. Ash.....	16	0	16	405	0	405	12	0	59	0	246	0	16	0	59	0	246	0
Do.....	Wanamaker Institute of Industries.....	Samuel W. Fiske.....	17	25	42	542	468	1,010	17	25	542	458			17	25	542	458		
Do.....	Widener Memorial Industrial Training School for Crippled Children.....	Albert D. Ferguson.....	9	7	16	56	43	99	0	3	44	38			9	4	45	39	11	4

# MANUAL AND INDUSTRIAL TRAINING SCHOOLS.

Williamson School Scotland	Williamson Free School of Mechanical Trades, Pennsylvania Soldiers' Orphans' Industrial School (State).	Harry S. Ditting.....	7	7	14	239	0	239	0	7	.....	239	0
Rhode Island: Newport.....	Townsend Industrial School.....	Geo. H. Bryant.....	3	4	7	642	599	1,241	.....	.....	.....	.....	.....
Providence.....	Rhode Island School of Design.....	Mrs. Gustav Redeke.....	42	13	55	839	225	1,064	4	0	.....	55	37
South Carolina: Alban.....	Schofield Normal and Industrial Institute (negro)*.....	Martha Schofield.....	6	8	14	133	277	410	6	8	106	214	27
Beaufort.....	Mather Industrial School (negro).....	Carlie A. Hunt.....	0	12	12	5	84	89	0	9	3	70	2
Denmark.....	Voorhees Industrial School (negro).....	Martin A. Menafee.....	10	16	26	265	390	655	10	16	253	362	12
Gaffney.....	Cherokee Normal Industrial Institute*.....	E. E. Bobo.....	1	2	3	40	60	100	1	2	39	63	1
Greenville.....	Stirling Normal and Industrial Institute (negro)*.....	D. M. Minus.....	4	3	7	55	100	155	4	1	35	50	20
Greenwood.....	Brewer Normal and Industrial Institute (negro).....	H. W. Stevens.....	2	9	11	98	255	351	0	6	79	200	17
Mayesville.....	Mayesville Educational and Industrial Institute (negro).....	Emma J. Wilson.....	4	8	12	154	306	460	4	8	29	66	18
Spartanburg.....	Textile Industrial Institute.....	Rev. D. C. Camak.....	2	1	3	40	16	56	2	1	12	4	28
South Dakota: Rapid City.....	Plainview Academy.....	G. C. George.....	6	4	10	56	45	101	5	2	6	8	39
Tennessee: McMinnville.....	Southern School of Photography.....	W. S. Lively.....	2	2	4	43	24	67	.....	.....	.....	.....	.....
Texas: Denton.....	College of Industrial Arts *.....	W. B. Fitzell.....	6	27	33	0	535	535	6	27	.....	.....	0
Keene.....	Keene Industrial Academy.....	C. B. Hughes.....	6	6	12	170	177	347	5	4	86	90	84
Virginia: Cambridge.....	Christianburg Industrial Institute (negro).....	E. A. Long.....	6	7	13	112	159	271	6	4	75	98	37
Franklin.....	Franklin Normal and Industrial Institute.....	Mrs. D. I. Hayden.....	0	4	4	17	72	89	0	4	15	66	2
Gretna.....	Pittsylvania Industrial Normal and Collegiate Institute (negro).....	Rev. G. W. Goode.....	2	2	4	26	48	74	2	2	16	25	10
Ozama.....	Rappahannock Industrial Academy (negro).....	W. E. Robinson.....	1	4	5	22	35	57	1	4	15	30	7
Port Conway.....	Union Industrial Academy (negro).....	L. D. Conway.....	0	2	2	6	8	14	0	2	3	4	3
Richmond.....	Virginia Mechanics Institute (public).....	Frank W. Duke.....	27	0	27	543	0	543	0	27	0	.....	543
Suffolk.....	Nansmond Collegiate Institute (negro).....	Rev. James A. Harrell.....	4	2	6	38	70	108	4	2	38	70	4
Wisconsin: Bethel.....	Bethel Industrial Academy.....	H. T. Elliott.....	4	3	7	31	36	67	3	2	5	5	26
Milwaukee.....	Industrial Chemical Institute of Milwaukee.....	Frank Kremer.....	8	0	8	22	0	22	8	0	22	0	8
Do.....	Milwaukee School of Trades for Boys (public).....	James L. Cox.....	10	0	10	523	0	523	10	0	.....	.....	523
Do.....	Milwaukee School of Trades for Girls (public).....	Ora A. Blancher.....	0	25	25	0	1,106	1,109	0	7	.....	.....	0
Do.....	School of Engineering of Milwaukee (public).....	Oscar Werwath.....	12	0	12	325	0	325	.....	.....	.....	.....	325
Platteville.....	Wisconsin State Mining Trade School.....	Ralph E. Davis.....	4	0	4	28	0	28	.....	.....	.....	.....	28
Sparta.....	St. Mary's Institute.....	Rev. H. Flock.....	0	7	7	0	54	54	.....	.....	.....	.....	0

TABLE 19.—*Manual and industrial training schools—Property and expenditures, 1913-14.*

Location.	Name of Institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment or productive funds.	Expenditures for salaries of teachers.	For buildings and improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
Alabama:											
Benson.....	Kowalega Academic and Industrial Institute (negro).....	1,025	\$20,319	\$4,192	\$12,430	\$3,282	\$80			\$1,573	\$4,955
Birmingham.....	St. Mark's Academic and Industrial School (negro)*.....	425	40,000	4,000		2,163		\$316			2,979
Brewton.....	Downing Industrial School.....	700	37,907	4,759		5,371	153	277	\$310		6,111
Camp Hill.....	Southern Industrial Institute*.....	7,000	60,300	500	1,410	5,500	50	50	1,500	150	2,250
Canterville.....	Centerville Industrial Institute (negro).....	350	5,000	500		1,555	1,250	150	390	75	3,420
Greenville.....	Lomax Hannon High and Industrial Institute (negro).....	1,200	35,000	1,200							
Laurens Ferry.....	Millers Ferry Normal and Industrial School (negro).....	300	13,000	2,000							
Mobile.....	Emerson Institute (negro)*.....	800	50,000	8,000		760			75		835
Selma.....	Knox Academy (negro).....	400	80,000	1,500	5,000	1,300	1,700		75	25	3,100
Talladega.....	Talladega College (negro).....	15,000	291,591	875	185,637						
Waukena.....	Mount Meigs Colored Institute.....	800	12,000	400		1,816	500		230		2,546
Arkansas:											
Dermott.....	Southeastern Baptist Industrial Academy (negro)*.....	125	6,500	800		1,436	600	115	15	55	2,221
California:											
Oakland.....	Polytechnic College of Engineering.....	500	150,000	5,000							
San Francisco.....	Best's Art School.....	2,190									
Do.....	California School of Mechanical Arts.....	1,350									
Do.....	Cogswell Polytechnical College.....	141,929		31,500	1,239,500	22,935	1,607	1,153	5,249	4,451	35,395
Do.....	Head's School of Mining and Engineering.....					15,000		2,000	1,000	5,500	23,500
Do.....	Lux School of Industrial Training.....	280	150,000	25,000	1,000,000	10,000	125,000	25,000	480	2,000	162,480
Do.....	Wilmerding School of Industrial Arts.....	588	115,000	19,000	400,000	20,340	3,000	600	2,000		25,940
Colorado:											
Denver.....	Denver School of Trades.....			7,089		5,469		765	500		6,764
Connecticut:											
Bridgeport.....	State Trade Education Shop.....	125		13,750		22,500		500	5,900	5,800	34,600
Hartford.....	Hillier Institute.....	800	450,000	6,038	50,000	2,116		500	200	50	2,865
New Britain.....	State Trade Education Shops*.....	100	50,000	25,000		19,962	5,032	1,200	4,802		30,996
New London.....	Manual Training Industrial School.....	99	75,000	31,000	119,000	14,280	15,000	5,000	1,800	300	36,380
Stamford.....	Yale & Towne Manufacturing Co. School.....										

District of Columbia: Tatoma Park.....	50 248	44, 400	20, 000	12, 000	3, 200	1, 500	2, 300	16, 500	35, 500
Washington: Do.....	1, 000	287, 000	10, 811	8, 000	1, 700			21, 296	30, 990
Florida: Daytona.....	900	45, 000		680			140	21	841
Do.....									
De Funiak Jacksonville.....	108 600	15, 000 60, 000	1, 200	3, 900 4, 000				800 3, 000	4, 700 7, 000
Georgia: Albany.....		35, 000							
Do.....									
Arcadia.....	1, 000	10, 000	2, 000	3, 800	450	250	150	750	5, 400
Athens.....	100	60, 000	2, 000						
Atlanta.....									
Do.....	4, 126 275	289, 737 8, 900	2, 000 39, 686 500	2, 600 3, 675 2, 490	100	50	100	25	2, 875 4, 651 2, 694
Brunswick.....						86	976	128	
Cordale.....	40	15, 000							
Forsyth.....	2, 000	30, 000	1, 000	1, 282	228	60	255	240	2, 065
Fort Valley.....	2, 500	38, 888	6, 579	1, 000					
Do.....	3, 000	290, 000	35, 000	4, 100	4, 500	250	1, 000		9, 850
Mount Berry.....									
Do.....									
Plains.....	650	28, 000	100	1, 600	650	72	112	44	2, 478
Rome.....	600	6, 250	500	1, 525	350	20	60	72	2, 027
Thomasville.....									
Idaho: Weiser.....	5, 000	175, 000	5, 000	100, 000	15, 000	2, 000	100	2, 500	25, 000
Illinois: Chicago.....									
Do.....	3, 212	140, 000	8, 500	142, 500	4, 200	500	80	120	4, 900
Do.....	400			5, 400					5, 400
Do.....									
Do.....	4, 700		30, 000						
Do.....									
Do.....	2, 000	375, 000	25, 000	8, 600			1, 800		10, 400
Do.....	3, 200	55, 000	45, 000	6, 000		250	250	250	6, 750
Peoria.....	16, 500	605, 000	80, 000	2, 225, 000	3, 540	1, 450	6, 175	1, 200	45, 015
Rockford.....			1, 500	594			1, 754	1, 160	
Indiana: Indianapolis.....									
Do.....	1, 044	213, 000	500	4, 332	425			425	4, 757
Do.....	850	8, 500	750	10, 000	3, 245			198	762
Princeton.....					1, 500	500	250	500	4, 351
Do.....									
Rolling Prairie.....	1, 000	135, 000	1, 500		6, 000	500	1, 000	500	33, 000
Do.....									
Iowa: Des Moines.....	7, 068	3, 000	2, 000	3, 000	300	2, 000	1, 000	400	6, 700

\*Statistics of 1912-13.

TABLE 19.—Manual and industrial training schools—Property and expenditures, 1913-14—Continued.

Location.	1	2	3	4	5	6	7	8	9	10	11	12
		Name of Institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment or productive funds.	Expended for salaries of teachers.	For buildings and lasting improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditure.
Kansas:												
Kansas City		Western University (negro)*	3,500	\$125,000	\$25,000		\$36,462	\$6,000	\$2,000	\$1,000	\$500	\$45,962
Kentucky:												
Franklin		W. C. T. U. Settlement School	3,500	50,000	1,000	\$40,000	2,500		200	500		3,200
Lincoln		Lincoln Institute of Kentucky (negro)	3,500	185,310	71,358	250,406	1,784		1,243	166		3,163
Madisonville		Atkinson Literary and Industrial College (negro).	2,000	20,000			1,800	500			2,200	4,500
Louisiana:												
Baldwin		Gilbert Academy and Industrial College (negro)	2,000	75,000	2,000	50,000	4,000	500	100	100	300	5,000
Le Fayette		Southern Louisiana Industrial Institute*	2,000	100,000	10,000		25,942	6,300	2,600	600	10,158	45,000
New Orleans		Leidore Newman Manual Training School	1,200	75,000	10,000		5,300	500	300	2,000	1,000	9,100
Do.		Peck School of Domestic Science and Art (negro)	1,800	50,000	6,000		2,940				514	3,454
Ruston		Louisiana Industrial Institute.	25,000	500,000	125,000							
Maine:												
Springvale		Nasson Institute.	128				3,750				2,650	6,400
Maryland:												
Annapolis Junction		National Junior Republic.	250	5,000			900		100			1,000
Baltimore		Maryland Institute for the Promotion of Mechanic Arts.	15,000		25,000							
McDonough		McDonough School.	900	550,000	50,000	1,538,000	11,450	40,000	5,000	1,000	300	57,750
Massachusetts:												
Beverly		Beverly Independent Industrial School*										
Boston		Boston Y. W. C. A. School of Domestic Science.	500		10,000		5,480	550	550	4,550	1,550	12,680
Boston (Jamaica Plains).		Eliot School.	200	12,800	4,200	91,676	3,211		142	566	650	4,509
Do.		Franklin Union.	250	450,000	60,000	406,000	17,823		734	2,268	18,030	38,855
Do.		Hawley School of Engineering Corporation.			10,000		12,000		300	500	2,200	15,000
Do.		Hebrew Industrial School*.	300				2,776		800	800	500	4,876
Do.		Independent Evening Industrial School*			200							
Do.		Industrial School for Boys*.			17,000		12,000		4,000	4,000		20,000
Do.		Massachusetts Charitable Mechanic Association Trade School.	75			10,000	3,600		200	1,200	150	5,150

Boston.....	School of the Museum of Fine Arts.....	260	35,000	110,000	3,500,000	39,437	22,654	3,805	9,925	638	76,463
Do.....	Trade School for Girls.....	500	1,160,000	110,000	3,500,000	61,050	3,500	6,000	6,000	12,560	84,860
Dorchester.....	Wentworth Institute.....	500	1,160,000	110,000	3,500,000	61,050	3,500	6,000	6,000	12,560	84,860
Dorchester.....	Daily Industrial School.....	125	136,769	96,818		19,351	18,001	2,195	4,541	2,757	49,748
Lawrence.....	Bradford Duffree Textile School *.....	125	136,769	96,818		19,351	18,001	2,195	4,541	2,757	49,748
Lowell.....	Independent Industrial School.....	1,327	69,000	7,539		11,392	3,634	4,729	277	20,032	26,705
Do.....	Lowell Industrial School *.....	1,327	69,000	7,539		11,392	3,634	4,729	277	20,032	26,705
New Bedford.....	Lowell Textile School.....	336	178,971	29,834		22,789	551	2,792	5,569	13,418	45,119
Do.....	New Bedford Textile School.....	336	178,971	29,834		22,789	551	2,792	5,569	13,418	45,119
Newtonville.....	New Bedford Vocational School.....	475	250,000	80,000		17,301		965	3,751	11,163	33,200
North Attleboro.....	Newton Vocational School.....	2,000	250,000	80,000		34,788		2,598	4,852	4,433	46,671
Northampton (Flor- ence Sta.).....	Independent Industrial School.....	10				1,700	400	50	200	75	2,426
Somerville.....	Lowell Institute.....	1,327	69,000	7,539		3,936					3,936
Do.....	Boys' Vocational School.....	22,720	22,720			4,500		328	486	242	5,556
Springfield.....	Vocational School for Girls.....	9,338	9,338			6,451		186		226	6,863
Do.....	Evening School of Trades.....	125	91,200	19,000		4,828		456		224	5,508
Waltham.....	Springfield Vocational School.....	125	91,200	19,000		6,470	1,080	2,187	1,380	2,809	13,926
West Lynn.....	Waltham Vocational School.....	125	91,200	19,000		1,000	250	75	50		1,686
Worcester.....	General Electric Co. of America *.....	125	150,000	30,000		31,247	24,247	1,586	12,312	10,171	82,563
Do.....	Boys Trade School.....	125	150,000	30,000		31,247	24,247	1,586	12,312	10,171	82,563
Do.....	Domestic Science School.....										
Do.....	Girls Trade School.....										
Michigan:											
Cedar Lake.....	Cedar Lake Academy.....	400	16,100			19,561	1,182	358	5,523	1,088	27,712
Kalamazoo.....	Wyman's School of the Woods.....	210	125,000	1,000		1,878	160	325	100	50	2,503
Saginaw (west side).....	Arthur Hill Trade School *.....	12				1,800		100	100	55	2,055
Three Rivers.....	Sheffield Car Co. Apprentice School.....	12		250	75,000	720				224	944
Minnesota:											
Minneapolis.....	Minneapolis School of Art.....			500		5,200		50	100	400	5,750
St. Paul.....	St. Paul Institute School of Arts *.....			500		1,045				540	1,586
Mississippi:											
Edwards.....	Southern Christian Institute (negro).....	1,214	30,000	1,500		5,040	1,500	121	871	92	7,624
Greenville.....	Greenville Home Industrial Institute (negro).....	1,214	30,000	1,500		5,040	1,500	121	871	92	7,624
Illinois:											
Holly Springs.....	Mississippi Industrial College (negro).....	1,200	100,000	5,000		1,100		65			1,165
Jackson.....	Jackson College (negro).....	1,000	90,000	10,000		200	15	55	25	15	310
Kendall.....	Lincoln School (negro) *.....	100	8,000	250		3,500					285
Oklaoma.....	Oklaoma Industrial School (negro).....	4,892	117,323	9,000	3,500	285					
Winona.....	Grenada-Zion College (negro) *.....	10	2,000	50		900					
Missouri:											
St. Louis.....	Academy of Architecture and Industrial Science.....	630	7,500	1,000		30,000					
Do.....	David Harkins, Jr., School of Mechanical Trades.....	900	650,000	57,000	3,000,000	30,000	500	9,000	13,000	22,500	75,000
Do.....	Manual Training School of Washington University.....	1,200	200,000	30,000	200,000	20,700	172	360	5,086		26,318
Do.....	St. Louis School of Fine Arts.....		68,870			12,310		150		3,300	15,760
Do.....	St. Philomena's Technical School.....										
Montana:											
Polytechnic.....	Billings Polytechnic Institute.....	3,500	150,000	10,000		14,500	22,000	2,500			39,000

\* Statistics of 1912-13.

TABLE 19.—Manual and industrial training schools—Property and expenditures, 1913-14—Continued.

Location.	1	2	3	4	5	6	7	8	9	10	11	12
		Name of institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment or productive funds.	Expended for salaries of teachers.	For buildings and lasting improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditure.
Nebraska: Omaha.....		Tarbox and Gordon Watchmaking School.										
New Hampshire: Concord.....		Morrill School of Mechanic Arts*.....		\$30,000			\$6,320			\$2,227		\$8,547
New Jersey: Camden.....		Young Men's Christian Association.....		3,000	\$2,000		850	\$50	\$20	104		1,024
Jersey City.....		Evening Technical and Industrial High School.					5,530			784	\$632	6,946
Morristown.....		Morristown Automobile Engineering School.	700	65,000	13,000		3,500	1,100	1,000	100	200	5,900
Newark.....		New Jersey College Preparatory and Boston Technical School.	350	6,000	250		1,800	300	115	63	48	2,328
Trenton.....		School of Industrial Arts.....	700	140,000	15,000		18,697	3,276		5,309		27,282
New York: Binghamton.....		Barlow School of Industrial Arts*.....		12,000	6,000	\$23,000	2,500		95	289	750	3,634
Brooklyn.....		Evening Technical and Trade School.....	2,000	900,000	8,000		27,600		1,600	1,000		31,200
Do.....		Industrial School Association, E. D.....		271			552		(1)	68	(1)	620
Do.....		Pratt Institute.....	106,349	1,787,198	409,327	5,476,715	269,807			203,951		473,758
Do.....		Young Women's Christian Association School.*	1,400									
College Point.....		Poppenhusen Institute.....	960	60,000	6,200	180,950	1,449	866	236	421	155	3,127
Freeville.....		George Junior Republic (Hunt Memorial School).*	50	8,000	90		6,683		75	21		6,779
New York.....		Barnard School of Household Arts*.....	100	30,000	1,000		5,000	500	100	100	200	5,900
Do.....		Baron de Hirsch Trade School.....					34,472		2,597	10,851	3,398	51,318
Do.....		Cooper Union for the Advancement of Science and Art.	944	977,016		4,170,798						
Do.....		Ethical Culture School.										
Do.....		General Society of Mechanics and Tradesmen of New York.	13,865		15,000		17,660			(*)	7,296	24,956
Do.....		Harlem Y. W. C. A. School*.....	96,139	700,000								
Do.....		Hebrew Technical Institute.....		135,000	41,294	280,508	5,135	1,100	381	209	1,043	7,968
Do.....		Hebrew Technical School for Girls.....	4,113	368,539	5,309		31,242	1,027	1,162	3,550	20,664	57,655
Do.....		Hoe & Co. Apprentice School.....			600		34,062	5,389	783	1,282		41,515
Do.....		Manhattan Trade School for Girls.....	1,100				1,100				824	1,924
Do.....		New York Evening School of Industrial Art.			7,000		50,000		2,000	10,000	7,500	69,500
Do.....							7,687			1,000		8,687

Do.	New York School of Applied Design for Women.	1,326	227,760	15,000	15,820	12,933	902			13,835
Do.	New York School of Fine and Applied Art.									
Do.	New York Trade School.	800	305,000	21,500	494,526	24,472	2,699	4,359	3,003	34,533
Do.	St. George's Evening Trade School *.	200	35,000	2,000			250	1,000	200	4,700
Do.	Stuyvesant Evening Trade School for Men.	1,200,000		200,000		26,063		1,600	20	27,771
Do.	Technical School for Carriage Draftsmen and Mechanics.			1,500		2,250		250		2,800
Do.	Vocational School for Boys *.	265		41,965		34,317			6,265	40,612
Do.	Webb's Academy Home for Shipbuilders.	200		2,500						
Rochester	Industrial School of Rochester.									
Do.	Mechanics Institute.	3,590	413,066	65,709	124,842	62,401	525	5,515	11,338	121,199
Do.	Rochester Ship and Vocational School.	200	90,000	3,000		34,100	700	15,249	849	80,898
Syracuse	H. H. Franklin Mfg. Co. School *.	2,000	5,000	15,000		3,200				3,200
Yonkers	Saunders Trades School.	135	117,855	70,511	350,000	31,386		220	2,961	34,726
North Carolina.	Asheville Academy and Industrial Home.	300	25,000	1,000		1,740	1,000	300	500	3,540
Brevard	Brevard Institute *.	1,100	40,000	2,000		1,400		25		1,425
Charlotte	Southern Industrial Institute *.	225	75,000	4,000		1,000		25		1,050
Clinton	Clinton Normal and Industrial School (negro).									
Edenton	Edenton Normal and Industrial College (negro).	300	4,000			1,280	300	100	50	1,755
Hot Springs	Dorland Institute *.	1,000	57,000	6,600	5,000	4,500	2,000			6,500
Newbern	Eastern North Carolina Industrial School Company (negro).	25	1,000			180	600			780
Southern Pines	Industrial Union Institute.	2,000	17,750	2,850		2,100	1,000	200	300	3,625
Valle Crucis	Valle Crucis Industrial School *.	500	40,000			5,116	5,711	1,250	731	12,908
Wash.	Carolina Industrial School *.		5,425	650		1,500		55	880	2,435
North Dakota.	State School of Forestry.	1,350	55,000	18,760		900		250	125	1,335
Ohio.	Cincinnati Continuation School.					4,200		200	100	4,500
Cincinnati	Colored Industrial School of Cincinnati (negro).		20,000	5,000						
Do.	Industrial Kitchen, Garden, and Trade School for Girls *.	400			300,000			100	100	2,236
Do.	Ohio Mechanics Institute.					1,936				
Cleveland	Cleveland Jewish Orphan Asylum *.	12,000	1,000,000	250,000	250,000					
Cleveland	Young Women's Christian Association *.	4,180	300,000	25,000	500,000	10,600	3,800	975	325	15,760
Columbus	Columbus Trade School.	50	6,000	16,000		12,308		188	2,096	16,861
Greenville	Wayne Technical Institute.	500	6,000	500		12,280		850	1,350	14,480
Willoughby	Andrews Institute for Girls.	284	60,000	18,462	4,000,000	29,000		4,000	2,500	41,000
Oklahoma.	St. Agnes Academy.	684					2,000	650		2,650
Armored										

\* Included in column 11.

\* Included in column 10.

\* Statistics of 1912-13.

TABLE 19.—Manual and industrial training schools—Property and expenditures, 1913-14—Continued.

Location.	Name of institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment or productive funds.	Expenditures for salaries of teachers.	For buildings and improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
Pennsylvania:											
Altoona.....	Pennsylvania Railroad School for Apprentices.....		\$4,278	\$3,200							
East Pittsburgh.....	Casino Technical Night School.....	30	12,000	12,000		\$11,025	\$800	\$3,256	\$300	\$100	\$15,482
Freeland.....	Mining and Mechanical Institute*.....	500	25,000	1,500	\$80,000	900		100	25	10	1,035
Honesdale.....	C. M. Schenck Industrial School.....	300	3,000	3,000		5,000	500	500	300	300	6,600
Lansaster.....	Boylan Technical School.....	219	22,000	5,000							
Do.....	Thaddeus Stevens Industrial School for Boys.....	219	255,000	12,800							
Mont Alto.....	Pennsylvania State Forest Academy.....	1,200	50,000	5,000							
Philadelphia.....	Drexel Institute.....	40,000	904,600	425,502	2,000,000		14,000	2,500	11,000	11,000	38,500
Do.....	Franklin Institute School of Mechanic Arts.....										
Do.....	Girard College.....	13,512	2,000,000	100,000	185,000	54,000		2,000	5,000	42,000	103,000
Do.....	Pennsylvania Museum and School of Industrial Art.....										
Do.....	Philadelphia College of Horology.....	58	10,000	3,000		6,000	125	100	200	350	6,775
Do.....	Philadelphia School of Design for Women.....	500	120,000	9,408	28,500	9,915		1,142		5,822	16,879
Do.....	Philadelphia Trades School.....	800	133,300	12,500		23,727		(1)	(1)	3,072	25,799
Do.....	Wanamaker Institute of Industries.....	108	25,000	5,000		10,000	500	1,500	(2)	75	12,075
Do.....	Widener Memorial Industrial Training School for Crippled Children.....	1,000	3,000,000		4,000,000						
Williamson School.....	Williamson Free School of Mechanical Trades.....	4,000	600,000		2,000,000	16,055	22,000	4,175	8,284	84,464	134,928
Scotland.....	Pennsylvania Soldiers' Orphans' Industrial School.....	600	120,000	30,000		9,600	10,000	1,000	3,000	1,000	24,600
Rhode Island:											
Newport.....	Townsend Industrial School.....	100	50,000	13,000	30,000						
Providence.....	Rhode Island School of Design.....	2,461	220,000		201,000	32,651	13,126	8,042			53,819
South Carolina:											
Aiken.....	Schofield Normal and Industrial Institute (negro)*.....		75,000	500	50,000	3,500	500	100	600	100	4,800
Beaufort.....	Mather Industrial School (negro).....	750	14,000	4,300		552	1,000			1,390	2,942
Denmark.....	Voortreks Industrial School (negro).....	4,500	60	60		8,469	9,150	320		18,235	36,174
Gaffney.....	Cherokee Normal Industrial Institute*.....	100	2,500	300		400	200	10			610
Greenville.....	Sterling Normal and Industrial Institute (negro)*.....	2,000	18,500	500		930	100	50	25	15	1,120

	200	30,000	2,000	600	25	50	675
Greenwood.....							
Mayesville.....							
(negro). Institute (negro). Textile Industrial Institute.....	200	41,650	4,500	5,561	250	200	21,010
Spartanburg.....							
South Dakota:							
Redfield.....	250	50,000	1,000				
Tennessee:							
Plainview Academy.....	710	42,886	8,871	1,100	216	1,450	2,906
Texas:							
Southern School of Photography.....		10,000	2,000	1,800	475	2,300	6,375
College of Industrial Arts*.....	4,000	500,000	10,000				
Keene Industrial Academy.....	1,000	39,120					
Virginia:							
Cambria.....	4,000	76,120	6,735	4,852	265	300	8,987
Franklin.....							
Franklin Normal and Industrial Institute.....	50	9,100	1,200				
Gretna.....							
Pittsylvania Industrial Normal and Collegiate Institute (negro). Rappahannock Industrial Academy (negro). Union Industrial Academy (negro). Virginia Mechanics Institute.....		5,500		1,064	48	60	2,967
Oreana.....							
Nansemond Collegiate Institute (negro). Bethel Industrial Academy.....		10,000	1,000	844	100	150	3,654
Port Conway.....							
Richmond.....	60	2,500	50				
Suffolk.....	4,000	44,873	13,445	5,471	852	906	13,448
Wisconsin:							
Bethel.....		26,860					
Milwaukee.....	1,150	30,000	15,000				
Industrial Chemical Institute of Milwaukee. Milwaukee School of Trades for Boys.....		185,000	60,000	30,184	6,176	7,191	106,780
Do.....	260	125,000	14,000	45,517	1,802	11,788	62,125
Do.....	150	125,000	18,499	13,406	1,084		25,527
School of Engineering of Milwaukee. Wisconsin State Mining Trade School.....		75,000	10,000	1,500	500	100	2,100
Do.....	500						
St. Mary's Institute.....							

\* Included in column 9.

1 Included in column 11.

\* Statistics of 1912-13.

TABLE 20.—Industrial schools for Indian children—Instructors and students, 1918-19.

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.			Literary instruction.								Manual-arts instruction.					
									Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.			
									Men.	Women.	Total.	Male.	Female.	Total.	Male.	Female.	Men.	Women.	Male.	Female.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Arizona:																						
Escuela.....	Tucson Indian Training School.....	James F. Record.....	3	7	10	71	73	144	1	3	71	73			2	4	71	73				
Fort Defiance.....	Navajo Indian School.....	Peter Pequette.....	0	5	5	172	120	292	0	5	172	120			0	5	172	120				
Kearns Canyon.....	Moqui Indian Boarding School.....	Leo Crane.....	3	7	10	63	57	120	2	3	63	57			2	7	63	57				
Mohave City.....	Fort Mohave Indian School.....	A. F. Duclos.....	5	4	9	103	93	196	2	2	103	93			2	4	83	78				
Phoenix.....	Phoenix Indian School.....	C. W. Goodman.....	32	38	70	366	240	606	2	10	366	240			30	28	366	240				
St. Michaels.....	St. Michaels Indian School.....	Mother M. Layola.....	2	10	12	79	65	144	0	4	79	65			0	10	69	51				
San Carlos.....	San Carlos Day School *.....	A. L. Lawshe.....	1	4	5	54	48	102	1	4	54	48			1	4	54	48				
Whitewater.....	Fort Apache Indian School.....	W. M. Peterson.....	1	6	7	106	76	182	0	4	106	76			1	6	106	76				
Yuma.....	Fort Yuma Indian School.....	Leson L. Odle.....	5	5	10	76	73	149	1	2	73	60			5	5	76	73				
California:																						
Fort Bidwell.....	Fort Bidwell Indian School.....	W. A. Fuller.....	4	5	9	59	30	89	0	2	59	30			4	3	40	25				
Greenville.....	Greenville Indian School.....	Chas. E. McChesney.....	0	2	2	23	38	61	0	2	23	38			0	2	23	38				
Hoopa.....	Hoopa Valley Indian School.....	E. J. Holden.....	2	3	5	70	75	145	1	2	70	75			1	1	30	35				
Riverside.....	Indian Industrial Training School *.....	Frank M. Conser.....	19	26	45	359	280	639	2	7	359	280			16	20	359	280				
Colorado:																						
Hesperus.....	Fort Lewis School of Agriculture, Mechanic, and Household Arts.*	G. F. Snyder.....	3	2	5	44	9	53	2	1			44	9	2	1			44	9		
Idaho:																						
Fort Hall.....	Fort Hall Indian School.....	Horton H. Miller.....	8	3	11	77	71	148	0	3	77	74			8	0	77	74				
Kansas:																						
Lawrence.....	Haskell Institute.....	John R. Wise.....	33	31	64	493	351	844	5	14	427	284	6	67	28	17	427	284	66	67		
Michigan:																						
Mount Pleasant.....	Mount Pleasant Indian School.....	Robert A. Cochran.....	7	13	20	193	182	375	0	6	193	182			7	13	193	182				
Minnesota:																						
Pipestone.....	Pipestone Indian Training School.....	F. F. Mann.....	13	12	25	112	92	204	5	4	112	92			8	8	112	92				
Redlake.....	Red Lake Indian Agency Schools.....	Walter F. Dickens.....	2	5	7	127	109	236	2	5	91	84			2	5	127	109				
Tower.....	Vermilion Lake School *.....	Otis O. Benson, M. D.....	6	7	13	61	67	128	2	1	61	67			6	7	61	67				
White Earth.....	White Earth Boarding School.....	L. E. Baumgarten.....	5	4	9	80	75	155	0	3	80	75			5	4	80	75	40	40		

Montana:	Poplar River Training School.....	C. B. Lob Miller	2	8	10	06	56	122	0	2	06	56	.....	2	6	40	40	.....		
Nebraska:	St. Peter.....	Ursuline Convent of the Holy Family *	0	5	5	0	65	65	0	5	0	65	.....	0	5	0	65	.....		
Nevada:	Grant Institution.....	Sun B. Davis	11	17	28	220	197	427	1	7	230	197	.....	10	10	157	131	.....		
New Mexico:	Santee Normal Training School *	A. L. Riggs	5	11	16	56	66	122	5	11	55	60	1	6	5	11	55	60	1	6
New York:	Nevada Indian School.....	J. D. Oliver.....	0	2	2	40	47	87	0	1	40	47	.....	0	1	40	47	.....		
	Carson Indian School.....	Jesse B. Mortsoff	2	5	7	130	133	263	1	4	130	133	.....	0	1	48	52	.....		
	Indian Training School.....	Reuben Perry.....	16	18	34	279	139	418	1	8	277	130	.....	14	11	277	130	.....		
	Zuni Indian School.....	R. J. Bauman.....	1	2	3	66	39	108	1	2	66	39	.....	0	2	66	39	.....		
	Learnian Apache Indian School.....	K. W. McConille.....	0	2	2	61	45	106	0	2	61	45	.....	0	2	61	45	.....		
	Mary Al. Tapp Memorial School.....	Katherine H. Bassett.....	0	2	2	19	9	28	2	4	19	9	.....	0	2	19	9	.....		
	Rebottan Mission Boarding School.....	John Spyster.....	0	4	6	32	35	57	0	2	32	35	.....	0	2	32	35	.....		
	United States Indian Industrial School.....	John Goggeshall.....	10	12	21	224	133	359	2	5	224	133	.....	8	6	224	133	.....		
	San Juan Boarding School.....	W. T. Shelton.....	1	2	3	89	93	132	1	2	89	93	.....	1	2	89	93	.....		
	Indian Boarding School.....	John Crickenberger.....	0	2	2	120	92	212	0	2	120	92	.....	0	2	120	92	.....		
New York:	Indian Girls' Industrial School.....	Sister Mary Genieveve.....	0	4	4	0	50	50	4	0	50	50	.....	0	4	0	50	.....		
	Thomas Indian School.....	Emily P. Lincoln.....	2	7	9	98	118	216	1	6	98	118	.....	1	4	13	47	.....		
North Carolina:	Cherokee Indian School.....	James F. Henderson.....	12	13	25	90	90	180	0	3	90	90	.....	12	10	90	90	.....		
	Indian Normal School.....	E. E. Sams.....	1	3	4	65	50	115	0	3	51	44	14	6	3	51	44	14	6	
North Dakota:	Bismarck Indian School.....	Wm. R. Davis, D. D.....	3	4	7	40	50	90	1	1	40	50	.....	2	3	40	50	.....		
	Browning Boarding School.....	Paul Lotter.....	1	6	7	25	31	56	1	2	25	31	.....	1	6	25	31	.....		
	Fort Totten Indian School.....	C. M. Ziebach.....	25	29	54	192	188	380	0	8	192	188	.....	25	21	192	188	.....		
North Dakota:	Indian Training School.....	James B. Royce.....	7	6	13	115	104	219	1	2	115	104	.....	6	4	115	104	.....		
Oklahoma:	Riverside Indian Boarding School.....	S. Toledo Sherry.....	0	3	3	52	67	119	0	3	52	67	.....	0	3	52	67	.....		
	United States Indian School.....	Edgar A. Allen.....	16	14	30	249	287	636	3	10	249	287	.....	13	4	249	287	.....		
	Seger Indian School.....	W. W. Small.....	0	2	2	41	82	0	2	41	82	.....	0	2	41	82	.....			
	Red Moon School.....	W. E. Dunn.....	1	2	3	15	12	27	1	2	15	12	.....	1	2	15	12	.....		
	Jones Male Academy.....	Hugh P. Warren.....	8	6	14	109	0	109	3	1	109	0	.....	8	6	109	0	.....		
	Old Good Land Indian Industrial School.....	S. L. Bacon.....	1	1	2	50	30	80	1	1	50	30	.....	1	1	50	30	.....		
Lawton.....	Fort Sill Boarding School *	Ernest Stecker.....	8	9	17	91	80	171	1	2	91	80	.....	4	5	91	80	.....		
Pawhuska.....	St. Louis Boarding School for Osage Indian Girls.....	Mother M. Evangelista.....	0	10	10	0	150	150	.....	.....	.....	.....	.....	0	10	0	150	.....		
Pawnee.....	Pawnee Indian Training School.....	R. P. Stanton.....	0	2	2	43	39	82	0	2	43	39	.....	0	2	43	39	.....		
Shawnee.....	Indian Training School.....	O. J. Green.....	2	5	7	57	56	113	1	3	40	42	.....	0	2	20	25	.....		
Whitewater.....	Ponca Indian Training School.....	Charles E. Norton.....	3	6	9	56	50	106	0	2	56	50	.....	3	6	39	38	.....		
Wyandotte.....	Seneca Boarding School *	Ira C. Deaver.....	5	7	12	65	61	126	0	2	65	61	.....	5	7	47	49	.....		
Oregon:	Salem Indian Training School.....	H. E. Wadsworth.....	14	17	31	466	296	762	3	7	460	296	.....	11	10	233	148	.....		
	Klamath Training School.....	W. E. Baker.....	1	2	3	41	52	93	0	2	41	52	.....	1	2	30	52	.....		
Pennsylvania:	United States Indian School.....	Oscar H. Lipps.....	25	27	52	611	347	958	3	14	569	335	14	10	22	13	601	339	10	8

**Includes Cross Lake Indian School and St. Mary's Mission School.**

\* Statistics of 1912-13.

TABLE 20.—*Industrial schools for Indian children—Instructors and students, 1913-14—Continued.*

Location.	Name of institution.	President, director, or principal.	Instructors.			Pupils.		Literary instruction.						Manual-arts instruction.						
			Instructors.		Total.	Male.	Female.	Men.	Women.	Elementary pupils.		Secondary students.		Instructors.	Elementary pupils.		Secondary students.			
			Men.	Women.						Male.	Female.	Male.	Female.		Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Dakota:																				
Flareau.....	Indian Training School.....	Chas. F. Peirce.....	10	13	23	189	160	349	1	8	174	154	9	6	10	5	137	102	9	6
Lower Brule.....	Lower Brule Industrial School*.....	Horace E. Morrow.....	2	6	8	51	37	88	1	2	51	37			1	4	51	37		
Mission.....	Rosebud Boarding School*.....	Emery A. Pefferley.....	0	3	3	110	65	175	0	3	110	65			0	3	110	65		
Oahe.....	Oahe Industrial School*.....	Thomas L. Riggs, LL.D.....	0	3	3	9	14	0	0	3	5	9			0	3	5	9		
Pierre.....	Indian Industrial School.....	C. J. Crandall.....	0	13	13	119	102	221	0	4	117	102			8	9	86	71		
Pine Ridge.....	Oglala Boarding School*.....	Ralph H. Ross.....	11	13	24	120	116	236	1	3	120	116			10	10	120	116		
Rapid City.....	United States Indian School.....	Jesse F. House.....	2	5	7	170	127	297	1	4	170	129			2	1	170	129		
St. Francis.....	St. Francis Indian Mission School.....	P. F. Dignan, S. J.....	9	10	19	133	155	288	1	5	130	150	2	0	8	5	45	58	2	0
Springfield.....	Indian Training School.....	Mollie V. Gathier.....	2	6	8	0	87	87	2	6	0	87			2	6	0	87		
Stephan.....	Immaculate Conception Indian School*.....	Rev. P. Boehm.....	4	8	12	21	35	56	1	2	21	35			2	6	21	35		
Utah:																				
Whiterocks.....	Utah Boarding School.....	B. A. Sanders.....	4	7	11	36	32	68	0	2	36	32			4	5	36	32		
Washington:																				
Fort Simcoe.....	Yakima Boarding School.....	Don M. Carr.....	6	10	16	65	75	140	2	3	65	75			4	7	53	54		
Tacoma.....	Cushman Trades School.....	Thos. B. Wilson.....	7	9	16	225	125	350	0	5	225	125			7	9	225	125		
Tulap.....	Indian Training School.....	C. M. Buchanan.....	9	12	21	100	100	200	1	3	100	100			8	9	100	100		
Wisconsin:																				
Bayfield.....	St. Mary's Industrial School for Indians, girls*.....	Sabinus Molitor, O. F. M.....	0	5	5	0	45	45	0	3	0	18	0	15	0	3	0	20	0	15
Hayward.....	Hayward Training School.....	Wm. A. Light.....	4	10	14	110	100	210	0	4	100	110			4	6	54	63		
Keshena.....	St. Joseph's Indian Industrial School.....	Simon Schwarz.....	3	5	8	100	100	200	0	5	100	100			3	5	100	100		
Lac du Flambeau.....	Indian Boarding School.....	L. W. White.....	4	8	12	30	25	55	0	2	30	25			4	6	30	25		
Onida.....	Onida Indian School.....	J. C. Hart.....	0	4	4	55	100	155	0	4	55	100			0	4	55	100		
Tomah.....	Indian Industrial School.....	L. M. Compton.....	5	7	12	106	117	223	0	4	106	117			5	3	32	42		
Wittenberg.....	Bethany Indian Mission School.....	Axel Jackson.....	2	2	4	25	25	50	1	2	25	25			1	2	25	25		
Wyoming:																				
Wind River.....	Shoshoni Reservation Boarding School*.....	C. E. Faris.....	8	8	16	90	85	175	1	3	90	85			6	6	56	52		

\* Statistics of 1912-13.

TABLE 21.—*Industrial schools for Indian children—Property and expenditures, 1918-14.*

Location.	1	2	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment, or productive funds.	Expenditures for salaries of teachers.	For buildings and leasing and improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditure.
<b>1</b>			<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Arizona:</b>												
Escuela.....			650	\$80,000	\$15,150		\$3,630	\$3,271	\$4,211	\$2,201	\$1,187	\$14,500
Fort Defiance.....			161	105,610	4,000							
Keams Canyon.....			262	70,025								
Mohave City.....												
Phoenix.....			1,800	278,000			50,000	9,000	1,200	2,100	800	63,100
St. Michaels.....												
San Carlos.....			80	1,650								
Whitewater.....			200	40,000								
Yuma.....			300	50,000	500		15,100	2,000	1,000	500	1,000	19,500
<b>California:</b>												
Fort Bidwell.....			285	80,455	8,000		6,600	3,000	1,500	7,000	2,900	21,000
Greenville.....			810	46,000			1,750					1,750
Grupos.....			800				27,680	11,050	1,357	10,000		50,387
Riverside.....			1,200	279,606	20,000							
Colorado:												
Fort Lewis School of Agriculture, Mechanic, and Household Arts.*					6,000							
<b>Idaho:</b>												
Fort Hall.....			315	15,000	200							
<b>Kansas:</b>												
Fort Hall Indian School.....			1,600	375,000	35,000		50,000	5,000	15,000	25,000	10,500	105,500
Haskell Institute.....												
<b>Michigan:</b>												
Mount Pleasant.....			644	178,662	12,150		12,340	15,000	100	100	50	27,500
<b>Minnesota:</b>												
Pipestone Indian Training School.....			426	40,000	25,000		16,070	6,700		23,105		45,875
Red Lake.....			100	42,280	2,850		4,440	(4)	(?)	(?)	12,000	16,440
Tower.....			200	88,297	6,850		9,360	9,000	200			18,560
Vermilion Lake School *.....												
White Earth.....												
<b>Montana:</b>												
Poplar River Training School.....			171	43,000	2,585		5,796	10,000	329			16,125
St. Peter.....												
Ursuline Convent of the Holy Family *.....												
<b>Nebraska:</b>												
Grant Institution.....			883	50,000		\$500	5,080			100		5,180
Santee Normal Training School *.....			2,000		4,000							

\* Statistics of 1912-13.

\* Includes Cross Lake Indian School and St. Mary's Mission School.

\* Included in column 11.

TABLE 21.—Industrial schools for Indian children—Property and expenditures, 1913-14—Continued.

Location.	Name of institution.	Volumes in library.	Value of buildings and grounds.	Scientific apparatus, furniture, machinery, etc.	Permanent endowment, or productive funds.	Expended for salaries of teachers.	For buildings and lasting improvements.	For new tools and repairs.	For materials.	For incidentals.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
Nevada:											
Nixon.	Nevada Industrial School	200	75,000	200		1,550		300	150		2,000
Stewart.	Carson Indian School										
New Mexico:											
Albuquerque.	Indian Training School	1,200	205,705	13,700		24,000	20,000	5,000		39,600	88,600
Blackrock.	Zuni Indian School	233	61,039	5,400		1,860	2,100				3,960
Dulce.	Marilla Apache Indian School	127									
Farmington.	Mary A. Tripp Memorial School		16,000								
Rehoboth.	Rehoboth Mission Boarding School	200	5,000			1,100	1,200	400			2,700
Santa Fe.	United States Indian Industrial School	1,000	128,000	5,000		26,000	24,000	500	5,000		55,500
Shiprock.	San Juan Boarding School	2,064	148,848								
Tobatchi.	Indian Boarding School	134	50,000	2,000							
New York:											
Hoganaburg.	Indian Girls Industrial School										
Iroquis.	Thomas Indian School	600	196,482	3,846							
North Carolina:											
Cherokee.	Cherokee Indian School	360	100,000	20,000		14,000	6,000	3,000	4,000	9,000	38,000
Pembroke.	Indian Normal School	250	3,000	20							
North Dakota:											
Bismarck.	Bismarck Indian School	200	100,000	6,500							
Elbowoods.	Browning Boarding School		25,000	15,000		20,000	6,000	1,200	10,000	3,000	49,200
Fort Totten.	Fort Totten Indian School		73,900	3,000		3,620	1,000	600	1,000		6,620
Wahpeton.	Indian Training School	150	150,000								
Oklahoma:											
Anadarko.	Riverside Indian Boarding School	250	80,000	3,000		11,140		500	1,000		12,640
Chicksee.	United States Indian School	1,800	594,375	1,000							
Oklahoma:											
Colony.	Seger Indian Schools	200	50,000	3,000							
Hammon.	Red Moon School		66,000	3,000		2,870	650	175	200	600	4,495
Harshorne.	Jones Male Academy	150	16,000	2,000		6,945	1,200	500	800	200	9,645
Hugo.	Old Good Land Indian Industrial School			560							
Lawton.	Fort Sill Boarding School *	120	385,000	7,000							
Pawhuska.	St. Louis Boarding School for Osage Indian Girls										
Pawnee.	Pawnee Indian Training School	250	30,000	600							
Shawnee.	Indian Training School	500	26,000	600		1,800		2,000	500		4,300
Whiteagle.	Ponca Indian Training School	285	26,000	5,000		4,740					4,740
Wyandotte.	Seneca Boarding School *	500	100,000	100		8,400	5,000	3,000	2,000	4,000	22,400

[illegible]

Included in column 8.

\* Statistics of 1912-13.



CENTRAL HIGH SCHOOL (CONSOLIDATED) AT GRAND RAPIDS.

Eighth-year graduates from all the 60 outlying schools of district No. 1, Itasca County, who desire further education are either conveyed to the school free of charge or their living expenses are paid by the district while they are in school attendance.

UNITED STATES BUREAU OF EDUCATION

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# THE RURAL SCHOOL SYSTEM OF MINNESOTA

A STUDY IN SCHOOL EFFICIENCY

By H. W. FOGHT

SPECIALIST IN RURAL SCHOOL PRACTICE  
BUREAU OF EDUCATION



WASHINGTON  
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## LETTER OF TRANSMITTAL

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, D. C., October 24, 1914.*

SIR: Through what seems to be a very wise adaptation of methods of support and administration to schools of different kinds and to schools working under varying conditions in different parts of the State, but still preserving a high degree of correlation and unity of purpose, and by a commendable degree of liberality in expenditures for education, the State of Minnesota has made remarkable progress in improving the efficiency of its rural schools. Believing that an account of this improvement, and of the methods and means by which it has been wrought, would be helpful to those working for the improvement of rural schools in other States, I detailed Harold W. Foght, one of the bureau's specialists in rural education, to go to Minnesota and study its rural schools and prepare such an account for publication. The accompanying manuscript embodies the results of his studies. I recommend that it be published as a bulletin of the Bureau of Education for distribution among those who are directly interested in the improvement of rural schools in the United States.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

## PREFACE.

---

The following brief study is the result of several weeks' first-hand observations of the rural schools of Minnesota.

This State at an early date committed itself to certain educational policies that have made possible the establishment of its present comprehensive system of rural and village schools. Perhaps no other State has been quite as successful as Minnesota in establishing a system of schools intended to meet the demands of modern rural life, and it is for this reason that the study was made.

The purpose has been to emphasize only those phases of the rural school system that have a definite relation to the successful operation of the schools. These are, in brief (1) school maintenance, especially with general and special State aid; (2) units of school organization, falling under the heads of small districts, large undivided districts, and unorganized territory; (3) kinds of school organization, comprising consolidated and associated schools; (4) agriculture and other industrial subjects in all the schools; and (5) rural teacher training in high schools.

Acknowledgment is due the Minnesota State Department of Education for assistance freely given; especially to State Supt. C. G. Schulz, who has read these pages through and offered valuable suggestions; to Mr. E. M. Phillips, ex-State rural school commissioner, and Mr. George B. Aiton, ex-State high-school inspector, both of whom took great pains in planning the trips of investigation. Similar acknowledgment is due Supts. E. A. Freeman, of Grand Rapids; George E. Keenan, of Deer River; F. E. Maxon, of Spring Valley; E. B. Forney, of Chatfield; Miss Annie E. Shelland, county superintendent of Kochiching County; and many others for photographs, printed materials, and other valuable helps and information.

H. W. F.

*September 15, 1914.*

# THE RURAL SCHOOL SYSTEM OF MINNESOTA.

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## I. GENERAL OUTLINE.

*Introductory statement.*—Minnesota is making rapid progress in organizing its rural schools to meet the needs of present-day agricultural life. Its schoolmen and legislators recognize that preparation for life in rural communities can be given in schools specially organized to meet rural needs. The one-teacher schools of the State are, on the average, as efficient as those in other States; but they have proved unable to meet the needs of modern farming in preparing the children for practical and contented lives on the soil. Consequently, Minnesota has adopted a policy of discouraging all further decentralization of school effort by seeking to save its school districts from further subdivision into smaller units, and of encouraging centralization of schools, either through association or consolidation wherever practicable. Some excellent legislation has made the reorganization reasonably easy of attainment. Then, too, liberal State aid has provided the spur to hasten the work of change. Most important of all, the men who are responsible for the reorganization have kept well in mind that the new schools must be rooted firmly to the soil.

Some States have made the great mistake of consolidating their schools in urban places, retaining in them courses of study poorly adapted to the needs of country children. This may be a gain to the town, but it means loss to rural districts. Other States have carried courses planned for city conditions to consolidated schools set in the open country. Such a practice is a serious obstacle to the speedy organization of our national agricultural life. Minnesota has many consolidated and central schools in associated systems that are located in large and small villages; but where this is the case the courses of study, equipment, experimental plats, and all other things offered the country children invariably point the way back to the soil and are sufficient to train them for contented agricultural life. The Minnesota practice is to consolidate the schools in the open country or on the edge of the rural-minded villages, where the workers can be convenient to the soil.

*A liberal system of school maintenance.*—The rural schools of the State draw their support from the following sources: (1) Apportionment per pupil, derived from the interest on the permanent school

fund and a State tax of 1 mill on all taxable property; (2) a local tax of 1 mill on all assessed property within the school district; (3) special aid voted by the State legislature; (4) proceeds from fines, etc.; and (5) local taxes voted at the annual school meetings. Local taxes comprise about 59.9 per cent of the entire income, State taxes 14.7 per cent, and the permanent State fund and "other sources" 25.4 per cent.

The productive permanent State fund is approximately \$25,000,000, and this amount is being increased at the rate of about \$1,000,000 annually from the sale of land and timber and royalty from iron ore mined on the school lands, of which there still remain some 800,000 acres. The income of this fund, together with the State mill tax, amounted for the past year to \$5.60 per pupil throughout the State.

The following table shows the rapid growth of the permanent State fund:

TABLE 1.—*Permanent school fund—Growth by decades.*

1870.....	\$2, 426, 240
1880.....	4, 449, 725
1890.....	9, 241, 119
1900.....	12, 546, 529
1910.....	21, 002, 571
1914.....	24, 401, 847

*State aid to public schools.*—Liberal aid is extended, through direct legislative appropriation, to stimulate educational progress. The amount of such aid depends in every instance on the character and amount of educational work accomplished, the preparation of the teachers employed, and the kind of school equipment.

For the ensuing year every State high school will be entitled to \$2,200 of such aid, and every graded school will get \$750. In Minnesota a State high school is any school that offers four years of high-school work and employs at least eight regular teachers. A graded school is defined as one that offers all the work covered by the first eight years in the public-school system and employs at least four teachers. In case a graded school offers at least two years of high-school work and employs two additional teachers, it is entitled to an added \$500 in State aid.

In addition, special aid is offered for industrial work, for teacher training, as inducement for consolidation or association, and also to the semigraded and ungraded rural schools. The term "industrial work" is used to include agriculture, manual training, and home economics. Schools that offer all of these subjects are entitled to annual aid in the sum of \$2,500, besides the regular aid mentioned above. Those that offer agriculture and either one of the other subjects receive an aid of \$1,800.

Schools that are consolidated under the Holmberg Act may receive aid ranging from \$750 to \$1,500 annually, according to the size of the area embraced in the district. Village and town schools that associate with themselves a certain number of outlying rural districts for the purpose of taking advantage of agricultural and other industrial instruction may, in addition to the above, receive \$150 for each rural school so associated, and besides this an additional \$50 may be voted to every such rural school. More than a quarter of a million dollars will be expended for the associated schools during the current year.

Table 2 gives the special State aid available to public schools since 1900:

TABLE 2.—*Special State aid to public schools.*

Years.	State high schools.	Graded schools.	Semi-graded schools.	Ungraded rural schools.	Normal training.	Consolidation and association.	Industrial work.
1900.....	\$85,000	\$26,000	\$11,000	\$40,000	\$10,000	.....	.....
1905.....	267,000	79,000	72,000	120,000	10,000	.....	.....
1910.....	377,700	116,400	101,994	240,460	21,000	.....	.....
1911.....	377,700	137,300	150,958	645,617	42,000	.....	.....
1912.....	381,500	154,300	144,000	465,000	60,750	\$78,250	\$120,000
1913.....	378,000	159,700	121,770	565,449	60,000	119,301	133,646
1914.....	474,151	205,550	132,240	645,017	103,842	167,388	270,640

*The greatest weakness in the system.*—The Minnesota system of State aid, unfortunately, makes no provision for aiding the poorer districts. At this point it fails to equalize educational advantages.

About \$775,000 is distributed annually among the semigraded and ungraded rural schools of the State. Certain requirements are made in regard to school equipment, length of school year, and teacher preparation, before such direct aid—which ranges from \$75 to \$150 per year—can be granted. Under the present law, whatever funds may be needed by the school district above what will accrue from the first four sources of taxation mentioned above, must be provided by a local tax not to exceed 15 mills on the dollar. Here is the real difficulty. Many of the sparsely settled districts in the northern woods, with their comparatively low valuation, are unable to meet the State requirements for aid, even though they vote the limit of 15 mills. On the other hand, the older wealthy districts in the southern part of the State may obtain the highest State aid by voting a very small additional tax—perhaps a mill or two—on their very high valuation. This condition of inequality is regretted by Minnesota schoolmen, and will, no doubt, soon be remedied.

*A variety of units of school organization.*—Minnesota presents an interesting study in school organization. Throughout the central and southern parts of the State the small districts with their one

and two teacher schools prevail. These can not, under the law, embrace less than 4 square miles of land, and few of them exceed 9 square miles. Some of the small schools are well built and well taught, but many are inefficient, and can do little or nothing toward improving modern agricultural life. They are the least satisfactory schools in the entire system.

Several northern counties contain very large school districts that have been able to resist the temptation to subdivide into many smaller units. Some of the districts are surprisingly large. One in Itasca County, for example, embraces 62 townships or 2,232 square miles, an area larger than Delaware and twice the size of Rhode Island. The district has 60 outlying schools, besides schools in several villages and good-sized towns. The whole district is so thoroughly organized and school advantages are so uniformly administered that this form of school organization has proved vastly superior, in most ways, to the small one-school unit. One school board of three men, together with a professional superintendent and his assistants, supervises all education within the district.

Certain portions of north Minnesota, notably St. Louis County, still contain some so-called "unorganized territory." All such territory is, by law, vested in a county board of education for educational purposes, and the county superintendent is clerk and executive of this board. This means that schools are established wherever needed and of the kind needed, by the county board and county superintendent, with funds voted from the county at large. Where the superintendent is a man of good executive ability and force of character this system, too, proves very satisfactory. It tends to give the poor, remote communities as satisfactory educational advantages as others.

*Associated schools, or schools of the trading center.*—As suggested by its name, this form of organization contemplates bringing about an intimate relation between a centrally located village or town school and all the small rural schools within the radius of its trading community. Under this organization the outlying districts retain their local organization and the control over the home school. At the same time a new board—the associated board—representing all the outlying schools and the central school, is organized to look after the common interests of the association of schools. This system provides adequate supervision for all the rural schools, as the superintendent of the central school is held responsible for the work done in the associated schools. The services of the industrial teachers of the central school are also extended to the rural schools, so that the latter, in a manner, become parts of one complete system, all centered in the village school. School association is often the first

step in the direction of consolidation with the central school. The system of trading-center schools has proved generally satisfactory.

*Rapid progress in school consolidation.*—Prior to 1911 only nine consolidated districts had been organized in the State. In the spring of that year the Holmberg Act, which provides a new and more liberal law for the consolidation of schools, went into effect. Under it 107 additional communities have effected consolidation. The progress of the movement to reorganize the schools is especially strong in the northern part of the State, where the small districts have never had a very strong hold upon the people. The schools are centered usually either in the open country or in rural-minded villages. Of such schools receiving aid, for the year 1911–12, under the Holmberg Act, 13 were in the open country and 17 in villages. In any case no school can secure State aid for industrial purposes that does not own or have a long-time lease on at least 5 acres of land for experimental purposes. No consolidated school comprising an area of less than 12 square miles can draw State aid under the above-mentioned act.

*Growing interest in a larger unit of organization.*—Minnesota is no exception to the large number of States in the Middle West that are beginning to seek ways and means to attain a more satisfactory unit of school organization than the prevailing small district. Such small territories, it is readily understood, can not maintain strong farm schools, but the plea for local democracy and home rule has usually been sufficient to block the plans for progress in consolidation. On the other hand, Minnesota has the significant example of what has been done for consolidation and centralization in the large undivided districts and unorganized territory in the northern part of the State. The larger the unit, apparently, the easier it is to consolidate the schools.

Experience in Minnesota seems to point to the county as the natural unit of school organization wherever it is the unit for civic administration. The Minnesota advocates of this system would elect a nonpartisan board of education of, for example, three members, from over the county at large, or by election districts—three or more in the county, according to the size of the board. This board should then choose a professional superintendent for a term of years, who might be held responsible for the selection of competent teachers and for the general management of the schools. Under such a system the old district lines would drop away and educational advantages be equalized over the county. Schools would be elected wherever needed and abandoned where no longer required. Some small schools would probably continue to persist, although the tendency would be toward consolidation into strong, efficient systems.

*Minnesota successful in fitting the rural schools to the needs of the open country.*—It is of little avail to consolidate or associate the schools for country people if merely gathering children together is the end of the reform.<sup>1</sup>

Minnesota is an agricultural State and appreciates the value of a system of schools organized to prepare scientific agriculturists and men and women of right vision to take their places in community affairs. The laws providing for consolidation and association and for the several kinds of State aid all aim at fostering real rural schools. The consolidated schools extend their educational opportunities to young and old alike. They have, first, the regular courses for the boys and girls of school age. They also make it possible for young people who for good reason can not attend school regularly to take valuable short courses, or even, in some instances, evening and correspondence courses. Some of the schools have short courses for the parents. Of greatest importance are the socializing activities resulting from these consolidated schools. Mr. E. M. Phillips, formerly rural school commissioner for the State, says:

Already the principals in the various schools are arranging for boys' and girls' clubs, farmers' clubs, women's clubs, lecture courses, debates, exhibits, contests, agricultural institutes, social gatherings, potato and corn growers' and stock breeders' associations, cooperative marketing, and numerous other activities suggested by local conditions. The possibilities in this direction seem unlimited. Experience indicates that with direction and encouragement upon the principal's part, the school easily becomes the community center for all desirable cooperative activity. The larger interests, the wider scope and possibilities revealed in dealing intimately with more people engaged in a common cause, the exchange of social courtesies, all tend to broaden the outlook of patrons as well as children. Neighborhood differences, including petty quarrels and feuds, are lost sight of in the thought, and living is rounded out with contentment and a new hope. This is not visionary. Thus early in the movement the tendency to improve conditions for life in the country is asserting itself in consolidated school communities.

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## II. WORK OF THE LARGE UNDIVIDED SCHOOL DISTRICTS.

*How the large districts are organized.*—The large northern counties of Minnesota have for the most part only recently emerged from the great forest. Some sections are yet in the hands of the lumberjacks, although large areas are already leaving the "cut-over-land" stage and are developing into excellent grain and dairy farms. While a county remains unorganized educationally the entire area of the

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<sup>1</sup>Some time ago the writer visited a fine, well-built consolidated school in a certain State of the Middle West. The school was reared in the midst of an ideal environment of field and forest, and yet the course of study did not permit one to believe that it was intended for rural folk needing to be set in harmony with their own daily environment. Full courses in Latin and German prevailed, with optional courses in French; no attention whatever was paid to nature and the soil.

territory is administered by a county board of education, of which the county superintendent is clerk and has the practical management of school affairs. As soon as this board of education may deem advisable—a matter dependent upon growth in population, increase in wealth, etc.—it may by due process of law set off separate common-school districts from the unorganized area. The State law encourages the organization of such territory into large units by granting to districts embracing 10 or more townships all the powers of independent school districts. Occasionally these large units become subdivided into several smaller districts; but, on the whole, the administration provided by law is so satisfactory that many large districts have continued intact for years, until at the present time it is quite common to find within them several good-sized villages and scores of outlying schools administered by one educational board of three members.

*A businesslike administration.*—The success of these large and often topographically unwieldy districts lies in the businesslike way with which their affairs are managed. In the first place they have a central board of education, comprising three members, elected from at large over the district at the regular November elections for three years each. These men are expected to devote much time to school affairs, for which they receive good compensation. The compensation depends on the size of the districts, ranging from \$200 a year where the districts contain 30 schools to \$800 a year where there are 91 schools or more. In addition to their salaries, the members of the board are “paid their actual and necessary traveling expenses incurred and paid by them in the conduct of their official duties, including their visitation of schools.”

The executive powers of the board are vested in a professional school superintendent appointed by the board for a term of years. Some of the strongest school men in the State hold these responsible positions—and responsible they truly are, for the superintendents are charged with the enforcement of the school policy for the entire area, both as to main purpose and smallest detail. From the central school where his offices are—usually in the largest village in the district—he and the board plan for the schools. From this point the superintendent supervises as many of the schools as he can. What he is unable to do in person for lack of time is done by his assistants, particularly the teachers of agriculture, manual training, home economics, and music, who make the rounds of the rural schools, and who often in their turn have further assistants. This plan works for close, intelligent, and helpful supervision.

Because it might be difficult at all times for the central board to know the educational needs of each part of the district, the law pro-

vides that in districts containing 20 or more townships the annual school meeting shall elect a local township superintendent for each congressional township, who receives a reasonable compensation for his work. The duties of the local superintendent are many and varied. The statutes contain the following:

The town superintendent shall advise the school board in regard to the location, erection, and repair of school buildings, the improvement of school sites, the employment of teachers, the furnishing of school supplies, and all other matters relating to the schools in the town. He shall look after truants, visit the schools, attend meetings of school officers called by the county superintendent, report from time to time to the school board the condition of schools in his town, with such suggestions in regard to their improvement as he may deem proper, and, when authorized by the school board, make contracts for fuel and other necessary supplies for the schools in his town, and for ordinary repairs for the schoolhouses.

*How the system works in practice.*—The large districts are marked by a varied community life. The same district may have sections rich in iron ore and prosperous agricultural areas, while its borders may be marked by almost unbroken forests or new clearings and scattered cabins. This would mean every degree of prosperity and poverty. To equalize matters so as to give the most recent "squatter" all the educational advantages of the established lumber king is the working problem of the central board of education.

It will be recalled that this board is not hampered by local district lines or well-established community democracy. The board has complete freedom to build from new beginnings. The members study, first of all, the financial needs of the district for the ensuing year; then make up their budget and vote the necessary tax, which is levied on the total assessable property of the district. Since the district has all the powers and duties of an independent district, the rate of taxation is not as limited as with the ordinary common-school district. If a logging camp needs a temporary school, a portable schoolhouse is erected and a well-trained teacher placed in charge. If a given school has dwindled in size, the school is abandoned and the children are transported at public expense to the nearest school. Wherever or whenever it is deemed expedient, consolidated schools are organized and industrial courses added. A State high school is usually established in the largest town, and such pupils as live at a distance of not more than 5 miles from the school are conveyed daily to and from the school. Whenever the pupils live too far from the central school to take advantage of the transportation wagons for high-school purpose, the school board must provide their guardians with a sum of money sufficient for boarding and lodging the children while they are in high-school residence.

The small rural schools are provided with uniformly well-trained teachers, with adequate and uniform equipment of apparatus and

books; and, usually, they have suitable terms of school—longer, as a rule, than in the smaller districts found elsewhere. In this way the children who live far from town and older settlements are not neglected, but are given every opportunity to take their place with the best-educated citizens of the State.

*The story of school district No. 1, Itasca County, an illustration to the point.*—This unusually large district contains 62 congressional townships, or 2,232 square miles. It has a total length, north and south, of 60 miles, and is 63 miles in breadth at its widest point of measure. The land is of glacial formation, and is cut by hundreds of large and small lakes. Much of it is still in the original pine and hardwood forest. The southern third is making great headway in clearing up the “cut-over lands” and is rapidly becoming a prosperous agricultural region. Roads are being cut at considerable expense

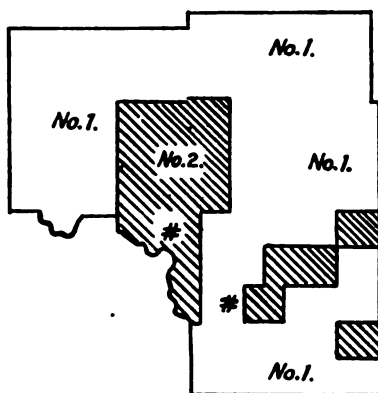


FIG. 1.—Map of Itasca County, Minn.

through the forests in every direction. Four railway lines penetrate sections of the district, along which the large town of Grand Rapids and the smaller villages of Cohasset, Blackberry, Verna, Warba, Swan River, and Wawina have grown up. The schools of all these places, and threescore others in the open country, are being managed most successfully by one board of education, comprising three men and one expert superintendent, who has the assistance of a corps of professional helpers.

(a) *Remarkable cohesion of parts.*—One would naturally expect that the towns and the open country might try to pull apart and establish districts independent of one another, or, at least, that each town or village would insist on its own independent organization. Thus, for example, Grand Rapids, with a population of 2,500 people, has the central high school of the district, while Cohasset, with a population of 800, has only a graded school. The latter town seems to have no desire to establish a district of its own, however, since its

interests are the interests of the entire district, and the town really has all that it can wish in educational facilities. The district has erected here a \$40,000 building for the eight grades, including an excellent equipment for domestic science and manual training. All the children of high-school grade are conveyed daily in comfortable wagons to the high school at Grand Rapids. The latter affords far better facilities than Cohasset would be able to offer, were it to operate its own high school. What is true of Cohasset is true of the other railroad towns in the district. Educational advantages are so equably distributed that any local jealousies or differences that may at times have arisen have never shown sufficient strength to bring about the disruption of a highly satisfactory system.

(b) *The Central High School at Grand Rapids.*—Grand Rapids has the central high school of the district and also two good graded schools. The former is a State high school of the first class and is housed in a well-equipped building set in ample grounds. The school offers exceptional work in agriculture, domestic science, and manual training, and has a training course for rural teachers. The graduates from the teachers' course are in great demand for the outlying schools of the district. Indeed, it becomes possible for the superintendent, under whose eye they are prepared, to place all the graduates where they will best fit local conditions and accomplish the most good.

Every child of school age in the district who has completed the work of the eighth grade is entitled to all the advantages offered by the central high school. All children living within a reasonable distance of the school are conveyed thither at public expense. Nor are the children who live at a greater distance from Grand Rapids neglected. The school district pays \$7.50 a month toward defraying the living expenses of every such pupil while in school residence.

The central high school offers most thorough industrial courses, and, in addition, an interesting short course of 10 weeks during the winter months for young men and women who can not regularly attend during the school year.

(c) *Teachers, length of school year, salaries.*—There is no better way, perhaps, to convey to the reader the main facts of teacher preparation, length of school term, school enrollment, and salary, in district No. 1, than to reproduce here in detail a table containing all these facts for every one of its 60 rural schools. It will be seen that no teacher has less than a second-grade county certificate, which demands as a prerequisite five months' successful experience as a teacher. Every school in the district, without exception, has a nine months' term—a remarkable condition for a new and only partly developed country. The school enrollment in some of the schools is very



A. TYPE OF SMALL ONE-TEACHER SCHOOL IN THE NEW CLEARINGS.

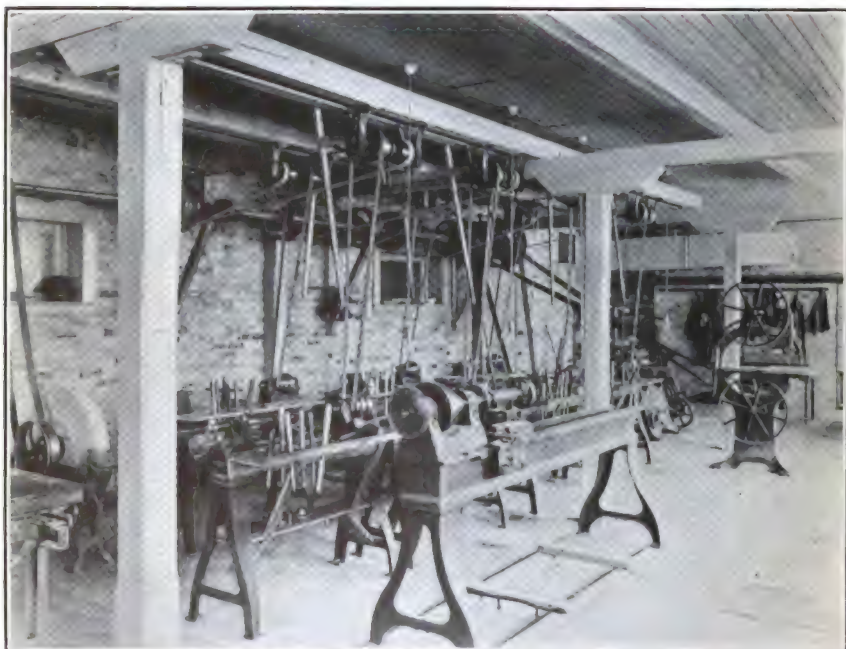


B. CONSOLIDATED SCHOOL, DEER RIVER, DISTRICT NO. 2, ITASCA COUNTY.



**A. SCHOOL FARM IN CONNECTION WITH THE DEER RIVER CONSOLIDATED SCHOOL.**

The school wheat field is shown in the foreground.



**B. WORKSHOP IN A GOOD CONSOLIDATED SCHOOL IN NORTHERN MINNESOTA.**



**A. MODEL ONE-TEACHER SCHOOL IN DISTRICT NO. 2, ITASCA COUNTY.**

This is modern in every respect and is well equipped to do industrial work.



**B. A PORTABLE SCHOOLHOUSE IN A NEW LOGGING CAMP OF ITASCA COUNTY.**



A. TWO-ROOM RURAL SCHOOL IN THE ITASCA COUNTY CLEARINGS.



B. SPRING VALLEY ASSOCIATED SCHOOLS.

Girls from the outlying districts assembled at central school for their Friday afternoon sewing lesson.

small. This is accounted for by the sparsity of population in the newer clearings. No teacher receives less than \$47.50 per month. On the whole, the showing is very satisfactory.

*School district No. 1, Itasca County.*

Schools.	Grade of certificate.	Probable enrollment.	Teacher's salary.	Schools.	Grade of certificate.	Probable enrollment.	Teacher's salary.
Allwood.....	First.....	9	\$52.50	Max.....	First.....	28	\$50.00
Arbo.....	First.....	17	55.00	Nelson.....	Second.....	7	47.50
Balsam Lake.....	First.....	19	52.50	Ottum.....	First.....	9	52.50
Beaverville.....	First.....	20	52.50	Orth.....	First.....	6	52.50
Boar River.....	First.....	25	47.50	Pine Top.....	First.....	6	52.50
Bergville.....	First.....	25	52.50	Rahler.....	First.....	20	47.50
Big Fork.....	First.....	40	67.50	Reed Lake.....	Second.....	12	55.00
Do.....	Second.....	28	53.00	Round Lake.....	Second.....	20	47.50
Blackberry.....	Second.....	30	75.00	Shallow Pond.....	Second.....	8	52.50
Do.....	Professional.	25	50.00	Sand Lake.....	First.....	6	47.50
Busticoggin.....	First.....	19	52.50	Shoal Lake.....	First.....	9	52.50
Cowhorn.....	Second.....	8	47.50	Spithand.....	First.....	7	52.50
Carpenter.....	Second.....	30	52.50	Spruce Park.....	First.....	8	52.50
Carlson.....	Second.....	10	47.50	Squaw Lake.....	Second.....	30	52.50
Cunningham.....	First.....	22	52.50	Swan River.....	Second.....	10	50.00
Delap.....	Second.....	16	47.50	Slizer.....	First.....	12	52.50
Dunbar Lake.....	Second.....	14	50.00	Sturgeon Lake.....	First.....	8	52.50
Dora Lake.....	First.....	10	55.00	Smith.....	Second.....	7	47.50
Freestone.....	First.....	8	52.50	Togo.....	Second.....	18	47.50
Erwin.....	First.....	12	52.50	Tichnor.....	Second.....	15	47.50
Greenfield.....	First.....	12	52.50	Thorofare.....	Second.....	8	47.50
Hayden.....	Second.....	5	47.50	Wawina.....	First.....	18	55.00
Harrington.....	First.....	24	52.50	Warba.....	First.....	25	70.50
Hanson.....	Second.....	8	47.50	Do.....	First.....	30	55.50
Haupt.....	First.....	28	52.50	West Fork.....	First.....	28	52.50
Horton.....	Second.....	18	47.50	Weltie.....	Second.....	6	47.50
Moose Park.....	Second.....	7	50.00	Wirt.....	Second.....	6	50.00
McCormick.....	First.....	4	52.50	Deer Lake.....	First.....	8	52.50
McKinley.....	First.....	16	55.00	Trout Lake.....	First.....	20	61.00
McIntire.....	First.....	20	52.50	Do.....	First.....	28	52.50

The teachers of the village graded schools and the central high school have, most of them, professional or special certificates. The length of school term in these schools ranges from 9 to 9½ months. The salaries paid are also high. The industrial teachers, on whom falls a part of the responsibility of supervising the work of the rural schools, receive from \$1,000 to \$1,500 each.

(d) *System of school equipment.*—The great advantages of a strong central system can be seen in the manner of equipping the 60 rural schools of the district for their work. Each schoolhouse has a standard equipment of adjustable single seats, modern bookcases, drinking fountains or earthen jars and individual cups, clocks, charts, maps, etc., and a well-chosen library. Besides this, all manner of working material, as raffia, rattan, materials for weaving mats, woolen yarn, and plasticine, as well as all textbooks, paper, ink, and pencils are furnished the pupils free of charge.

The district purchases all its supplies, which are kept in storerooms at the central school until requisitioned by the teachers of the several

schools. Everything is purchased by an experienced educator, who buys nothing but the best. He and his assistants choose and send out the libraries to the rural schools, which is a guarantee that they will contain good wholesome reading.

(e) *How the schools are linked together.*—The work of the outlying schools is largely outlined and directed from the central school. This is especially true of work that deals with exceptional phases of community education, as patriotism, home sanitation, local recreation, etc., and it is encouraging to know that the schools find time for this kind of local leadership. Other work under the direction of the teachers from the central school is, of course, agriculture, manual training, and home economics. Teachers from the central school spend much of their time in the rural schools, or they have perambulating assistants who are charged with these duties. Typewritten lessons in industrial subjects are sent out to the schools from time to time or it may be "Some experiments with plants and soils" or similar themes. Later come "follow-up" sheets asking the teachers pertinent questions, which tend to keep them on the alert and interested. Of other lessons sent out the following are suggestive titles: "Itasca County geography outline," "The teacher's duty to stimulate patriotism," "School lunches as subject for thought," "Outline of sewing for rural schools," and "Teachers and their instructions in regard to local poverty and disease."

*Some interesting phases of school work in district No. 2, Itasca County.*—Itasca County, with its area of 3,000 square miles, contains only five school districts. Of these, two comprise exactly one township each, and another nearly three townships. The Grand Rapids District, with its 62 townships, is the largest of all. District No. 2—otherwise known as the Deer River District—has an area of 470 square miles.

2 In organization and purpose these five districts are very similar. It is therefore unnecessary to go into details of the work done in all of them. A few things of special interest from a study of the Deer River District will suffice.

(a) *Spirit of enterprise.*—The investigator invariably gets the feeling upon coming in contact with the school boards and superintendents in these large districts that here is an organization for school purposes which utilizes all the business enterprise and aggressiveness that mark other large American commercial and industrial enterprises. These school boards receive a remuneration for their labors sufficient to make them look upon their school duties as a part of the day's work, rather than as something incidental and belonging to odd moments. At any rate, a marked spirit of aggressiveness and liberality is found

in all these large districts, yet this system of organization is more economical than the other, because it is more thoroughly organized.<sup>1</sup>

(b) *A complete school equipment.*—The outlying schools of the Deer River District are well planned. Apparent exceptions to this statement are found in a few places where portable houses have been erected to answer the temporary needs of some new logging community or settlement. The schoolhouses are well built. They are invariably correctly lighted. Each of them is equipped with a modern heating and ventilating system, with bubbling fountain, two good manual-training benches and tools, and some with oil stoves, ovens, and all necessary cooking utensils. All books and working materials are furnished free of charge.

(c) *Supervision and extension work.*—The superintendent and his assistants hold frequent community rallies at the schoolhouses, where local problems are discussed. Once a year the farmers and their wives are invited to attend a two-day short course at the Central High School at Deer River, when dinners are served free by the domestic science department of the school.

The instructor in agriculture spends a large part of his time in visiting rural schools, outlining the work in agriculture, and in advising with the farmers of the district. In a similar way the manual-training instructor makes the round of the rural schools, spending a half day at a time giving instruction in handwork.

(d) *The central high school.*—This school is located at Deer River, a village of 1,500 people. It is a thoroughly equipped school, having a modern central building and a separate building for manual training and forge work. A large school farm adds materially to the physical equipment. The school is consolidated under the Holmberg Act, and conveys children to school from over an area of a five-mile radius. It further receives aid as a State high school and for maintaining industrial work in agriculture, domestic science, and manual training. Children of high-school preparation, living beyond the transportation limits, receive \$2 per week to apply on their living expenses.

(e) *Night short courses.*—The central school offers a series of practical night courses 1 night weekly for 10 weeks. This is in addition to the regular industrial work, and is intended particularly for the grown people in or near Deer River.

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<sup>1</sup> The following is an illustration in point: When the writer and a half dozen associates were studying Deer River District as guests of the community, meetings were arranged and school board members and other educators from adjacent districts were invited to be present. These meetings were for school business and not for entertainment, however. The domestic science department of the central school was given an opportunity to show that the pupils knew how to cook, by preparing dinner for a party of 20 people. A special train was chartered by the school board over the Minneapolis & Rainy River Railroad, which penetrates the district from north to south, in order that the guests might reach the largest number of rural schools in the short time at their disposal. This train stopped at the logging sidings whenever handy to some rural school and finally pulled up near a logging camp where a hearty dinner was waiting.

### III. ASSOCIATED SCHOOLS, OR SCHOOLS OF THE TRADING CENTER.

*A successful compromise in school centralization.*—In many communities the common practice of consolidating small, ineffective rural schools into strong central plants is objected to as doing violence to time-honored ideals and traditions. Because of this feeling the weak, one-teacher schools have, in many places, continued to persist in the face of repeated efforts at consolidation. The proposed remedy has seemed too radical and has been voted down.

Minnesota has at this point worked out a compromise that has proved satisfactory to all concerned. This is the so-called associated schools, or schools of the trading center.

A rural trading center, speaking generally, embraces the central village, with its various emporiums of trade and exchange, and all the surrounding country that can conveniently use the village as a clearing house for its agricultural products and as a social recreation center. The schools of such an area, including the central village school and some or all of the outlying rural schools, may by law associate themselves for mutual educational purposes. The striking feature of this system is, as already indicated elsewhere, that all the districts that enter into the association retain their independent organization for local purposes, including the general control of the home school. At the same time they become merged into one large district—the associated district—for all matters of common educational interest. The school officers of all the associated districts, three members from each, form a board with authority to levy a special tax for associated purposes. In addition to this there is formed an associated board comprising the six members of the village board and one member each from the associated districts. The duty of this board is to manage the affairs of common interest, such as disbursing the funds voted by the larger board and employing the special instructors in industrial subjects provided by law.

*The Putnam Act and school association.*—The Minnesota form of school association was made possible by the provisions of the Putnam Act, which has revolutionized school work in the public schools of the State. This law provides, primarily, liberal aid for instruction in agriculture, manual training, and household economics in certain high schools and graded schools. But, secondly, it makes provision whereby rural schools may become associated with an adjoining high school or graded school in order that the rural schools may receive the benefits of these industrial subjects on equal terms with the village schools.

A few of the more important sections of the Putnam Act read as follows:

SEC. 6. For the purpose of extending the teaching of agriculture, home economics, and manual training to pupils in rural schools, and for the purpose of extending the influence and supervision of State high or graded schools over rural schools, one or more rural schools may become associated with any State high or graded school maintaining a department of agriculture, whether or not such high or graded school has been designated by the State high-school board to receive aid under the provisions of this act. Any such State high or graded school shall for the purposes of this act be known as a central school.

SEC. 7. To effect this, proceedings shall be had by petition and election on the part of the rural school or schools as now provided by law for the consolidation of school districts, and ballots to vote upon this question shall read:

To associate with Dist. No. — for the teaching of agriculture and manual training—  
Yes— No—. The district or districts casting a majority vote upon the approval of such association by a majority of the school board of the central school become so associated, and the rural school or schools, together with the central school, shall thereafter be known as the associated schools of ——— for the teaching of agriculture and manual training.

SEC. 9. The school board of each rural school district associated with a central school under the provisions of this act shall designate one of its members by vote to act with the school board of the central school in carrying out the provisions of this act as to the teaching of agriculture, domestic economy, and manual training in such schools, and in all matters pertaining to such instruction, both in the central school and in the associated rural schools, such member shall have equal power with the member of the school board of the central school.

SEC. 10. The principal or superintendent of the central school shall have and exercise the same authority and supervision over the rural schools as over the central school. He shall prepare for the associated rural schools a suitable course of study embodying training and instruction in agriculture and such subjects as are related to farm life and can be successfully taught in rural schools.

SEC. 11. The relationship and obligations between the associated rural school or schools and the central school may be terminated at any annual school meeting by a majority vote of the associated districts, but not until the central school has had at least one year's notice of the intention to vote on the question.

*General advantages of school association.*—The system established by the Putnam Act provides adequate supervision for all the rural schools, since the superintendent is charged with responsibility for all the work done in the associated schools. The industrial teachers are employed by the associated board for all the schools, and while their work centers in the village high or graded school they must direct the industrial subjects in all the schools.

Such a system when fully developed embraces many activities, all directed from the central school. It may include: (1) The central school, having the usual eight grades and a four-year high school; (2) as many locally independent schools as there are districts in the association; (3) well-organized industrial courses, including a variety of short courses; (4) an experimental plat or farm of five or more

acres; (5) agricultural extension work, usually in conjunction with the State College of Agriculture extension division; and a local training school for rural teachers.

This kind of organization makes possible a real community school. It goes far beyond ordinary schoolroom practices and utilizes all the great out-of-doors. It combines the resources of town and country to the end of harmonizing townfolk and country folk, enabling them to realize that they are members of one common body who must work together in harmony to mutual ends.

Ex-State High-School Inspector George B. Aiton, who has himself taken a large part in school association, has this to say about the advantages of the Minnesota plan, as exemplified by the Cokato Association, which is known as one of the most satisfactory in the State:

1. The problem of rural schools is solved, at least for this community. Teachers, texts, courses of study, and methods of instruction are brought under expert supervision.
2. A supply of rural teachers is established. These teachers, who have been trained in the central school, go back and forth familiarly and are in as close touch with the superintendent as are the grade teachers of the village.
3. Agricultural instruction is brought to the farmer's door. The organization of from one to half a dozen such schools in each county—no distant daydream—is far ahead of a sparse system of schools, such as one for each congressional district.
4. The plan is economical. Present buildings are utilized and the ordinary high-school teachers are able to do the academic part of the work.
5. By combining the resources of town, county, and State and by avoiding duplication, competent instructors may be employed.
6. Class education—and this is no trifling matter—is avoided.
7. The town school is improved by the attendance of country students, and country students are improved by mingling with town students.
8. A long step has been taken to solve the problems of rural life. The influence of a cooperative school will be exerted, not only in favor of greater productivity and of cooperation in marketing, but in favor of improved roads, speedy transportation, reasonable hours of work, and increased pay. The upshot of it all can not fail to be more homes of thrift and contentment.<sup>1</sup>

*A concrete illustration.*—Spring Valley is a village of 2,000 people, situated in a rich farming community in the southeastern part of the State. The people are noted for thrift and conservatism. In spite of the latter the past four years have seen marked changes in the system, especially so since the adoption of the policy of association, which, according to Supt. F. E. Maxon, who was instrumental in organizing the system, has wrought great things both for the town and near-by country.

(a) *Central school and farm.*—A modern high-school building was erected three years ago and equipped for industrial work—agriculture, manual training, and household economics. This enabled the school

<sup>1</sup> Pamphlet reprinted from *The School Review*, Vol. XX, No. 2, February, 1912.

to draw annual State aid of \$2,500 under the Putnam Act. At the present time three large rooms are used exclusively for agriculture work, two large rooms contain the manual training and forge work, and two are equipped for domestic science. It is interesting to note that of the 200 students of high-school grade pursuing the industrial subjects more than 50 per cent are from the associated rural districts. This speaks volumes for the influence of the system in keeping the rural children in the small schools and "pointing" them for the central school.

The school maintains a farm of 16 acres in a high state of cultivation. The produce from this farm has, year by year, sold for more than enough to pay all running expenses. All agriculture students are expected to learn the practical phases of the subject, doing work on the farm.

(b) *Beginnings of association.*—In 1911, 20 rural districts were invited to associate with the central district for industrial purposes under the Putnam Act. Fourteen districts voted for association, seven by unanimous vote. No district has ever expressed a desire to withdraw from the association, and others which at first refused to enter have made request for admission.

(c) *Work of supervision and cooperation.*—The superintendent makes an effort to reach each school at work and consult the teacher about the general school work. Regular reports are expected from all rural teachers, and from time to time they are called to the central school to consult with the industrial teachers. The latter also make regular rounds of the outlying schools and send each teacher type-written lesson-guides for the daily industrial work.

Each district is provided with uniform textbooks and school equipment at cost. This means uniformity and great saving. So well has the plan worked that nonassociated districts are seeking to get their books and equipment through the office of the association. In all schools where there are two or more boys over 10 years of age a double bench and sets of tools are placed—providing the district agrees to pay for the lumber used. The benches and tools remain the property of the association and can be transferred from one school to another according to the need. Likewise, where there are two or more girls old enough, and the board agrees to furnish the supplies, a two-burner kerosene stove, oven, and complete cooking outfit are placed in each rural school making the formal request.

(d) *Rural pupils at the central school.*—During three months in the fall and two in the spring, pupils 10 years of age and over spend Friday afternoon of each week at the central school, engaged in industrial study. The agriculture teacher meets all the pupils for 40 minutes in agriculture work; after this the boys spend a second hour in the manual training shop under the direction of the manual train-

ing instructor, while the girls are at work in the domestic science rooms. The work begun on Friday afternoon at the central school is expected to be continued throughout the week in the home school, and to be ready for report at the next Friday meeting.

(e) *The short courses.*—The first of these is a three months' course, open to young men and women above 15 years of age. During the past year 33 students took advantage of the course, almost all of them coming from the open country. Instruction is given in English, farm arithmetic and accounts, civil government and farm sanitation, agriculture, cooking, sewing, carpentry, forge work, spelling, and penmanship.

A junior short course and contest is also an annual feature. At this, liberal prizes are awarded for various exhibits, among which the corn exhibits usually take first place. Special prizes are also offered for the best displays from the rural schools. The local commercial club holds a well-patronized market day while the junior short course is in session.

(f) *The agricultural instructor the local farm adviser.*—The instructor who has charge of agriculture and the school farm acts as adviser to the entire farming community. He holds himself in readiness to plan farm buildings and silos, and often drives long distances into the country to instruct in types of dairy and beef cattle, hogs and sheep, and in a thousand and one ways assists in bettering agricultural conditions.

Occasional night meetings are also held at the outlying school-houses, where farm-life topics of all kinds are discussed.

(g) *The cost of association.*—It is of interest to know what the system costs the rural schools over and above the regular maintenance of the local schools. Last year the Spring Valley associated school board paid out the following amounts:

Salaries—5 teachers (2 for 4 months only).....	\$4, 140
Agriculture.....	955
Home economics.....	414
Manual training.....	1, 014
Not classified.....	803
Total.....	7, 326

The above statement includes the purchase of considerable equipment for the industrial departments, but does not include the school farm, which was self-sustaining.

The State paid the associated school board the following amounts:

State aid for the three industrial subjects.....	\$2, 500
State bonus (\$150) for each of 14 districts associated.....	2, 100
Total.....	4, 600



**A. SPRING VALLEY ASSOCIATED SCHOOLS.**

Boys from the outlying districts assembled at the central school for their Friday afternoon manual training lesson.



**B. THRESHING ON THE FARM OF THE SPRING VALLEY ASSOCIATED SCHOOL.**



A. CENTRAL BUILDING OF THE CHATFIELD ASSOCIATED SCHOOLS.



B. CHATFIELD COOPERATIVE LAUNDRY.

Established for the farm folk largely through the efforts of the associated school.

The one stipulation for State aid is that the associated schools must raise one dollar for each two dollars of State aid. In this case, the sum of \$2,300 would have to be levied on the entire associated district. Two mills on the dollar would be more than enough for this purpose. On this basis what would the average outlying district pay for its share? The assessed valuation of the 14 districts varies from \$32,000 to \$100,000, with an average of \$50,000. This amount at two mills would make \$100—the average cost to each district. Of this amount \$50 is refunded by the State, which, it will be recalled, pays annually \$50 to each rural school associated. Indeed, at Spring Valley several schools paid only about \$10 each, while one or two paid \$100 each. From this one can readily see

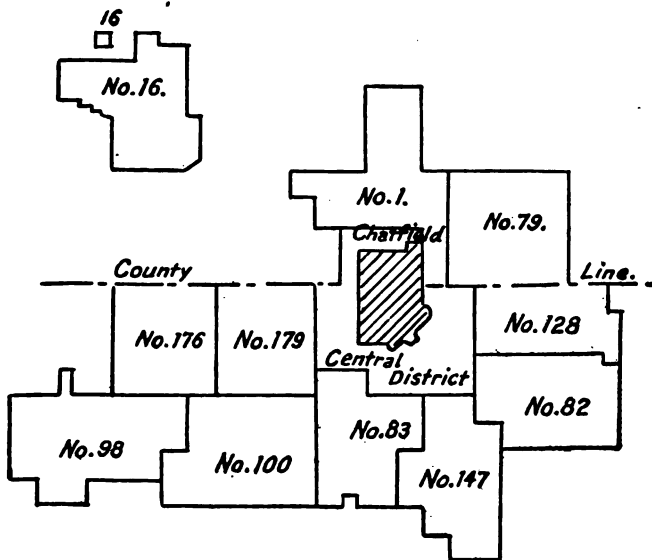


FIG. 2.—Map showing Chatfield, Minn., Associated Schools.

that the system offers many advantages at a surprisingly small final cost.

*Chatfield Associated Schools.*—Chatfield is another village in south-eastern Minnesota, not far from Spring Valley. This school is organized in practically the same way as the Spring Valley school, and makes a strong appeal to country-life activities. The association is organized around a village of 1,300 people, 8 of the rural districts lie in Olmstead County and the remaining 3, together with the central district, are in Fillmore County.

(a) *School attendance.*—Supt. E. B. Forney gives his high-school enrollment for the past year as 114, with a daily attendance of 110. Five years ago the enrollment was only 55 and the average attendance 52. The town of Chatfield has made no growth in this period

of time, so that the increase is almost wholly from the associated districts. The 1914 freshman class had 41 members, 21 of whom live in the country. The children who attend the small schools early become accustomed to consider themselves as members of the central school. This provides enough vital interest materials to encourage them to remain in the small school through the eight years, after which many of them continue the work at the central school as regular students, or, at least, enroll for the annual three months' short course.

(b) *School supervision.*—The Chatfield associated board has the following rules for supervision of outlying schools:

The superintendent shall make as many tours of inspection as his work will warrant, in no case less than two visits to each school annually. The agricultural instructor must visit each school three times, the normal training instructor two times, and the domestic science instructor as often as convenient. This means that each school will receive at least eight visits during the year, and generally many more.

The supervising teacher must file a written report of each such visit with the superintendent, as in the affixed illustration:

Instructor.....	Date 12/16/13.
Hour of leaving Chatfield.....	12. 10
Hour of arrival at school Dist. No.....	1. 00
Number of minutes en route.....	50
Hour of leaving school.....	2. 25
Number of minutes at school.....	85
Conveyance, horse and buggy. Cost, one-half of \$1.25.	
Nature of instruction, if any is given: Demonstration—Capilarity as applied to soils.	
Criticism of school or teacher, if any: Discipline excellent. Word drill in reading and recitation in history were good. Pupils read by pronouncing words, and do not perceive the sentence as a whole. Phrase drill and drill in expression are sadly needed. The only preparation for the new lessons was "Take to—."	

These reports are made the basis of consultation with the rural teachers, who, in turn, must be present at three teachers' meetings a year, at the central school. These meetings include the consideration of all phases of the school work—among other things, the presentation of models in busy work by the normal training instructor. The rural teachers are paid \$1 for attendance upon each of these meetings.

(c) *Course of study*.—The school follows almost in detail the course of study outlined in Bulletin No. 47 of the State Department—Suggestive Outlines for Study Courses in Minnesota High Schools.

The attached report gives an idea of one class in animal husbandry:

Subject, animal husbandry. Year, 1912-13.

Teacher, .....

Texts, Craig: Plumb: Bulletins.

Weeks pursued, 36. Periods per week,

Length of period, 40. Number passed, 8.

Number failed, lab. double. State certificates issued, .....

Outline the work of the year as follows: Amount of text covered, with omitted parts mentioned, special methods, field trips, laboratory work, classics read, etc.

Stock judging: Placed a great deal of emphasis on this phase of the work.

Used text and charts in preparing the class for practice work in judging of all but cattle. Here I used lantern slides very freely. The stockyards provided more or less material.

Dairying: Talks and bulletins formed the basis of the recitation work. The laboratory work consisted of work with the separator and a thorough course in milk and cream testing.

Creamery problems were also taken up.

Breeds of live stock: Plumb and Craig were used as texts. Only the essentials were studied.

Poultry: Bulletins used as texts.

Feeding: Bulletins used as texts.

Practice in calculating rations.

Insects: A brief study of the most important facts about insects. Made special study of bees. Took class out to an apiary for demonstration.

Ventilation of farm buildings.

Agricultural bacteriology.

(d) *Three months' short course*.—A large number of young men and women above school age took advantage of the course during the past year. Farm machinery (with special attention to the gas engine), animal husbandry, farm crops, and soils were some of the agricultural topics considered. Among other subjects receiving considerable attention were farm accounting, letter writing, business forms, and composition work.

The day's work began at 12.30 and closed at 3.30. This would enable those in attendance to do their chores and other work before leaving for school.

(e) *Some extension work.*—The Chatfield school has been especially successful in making its efforts at outward work felt in the home and community. No more striking illustration of this can be given than that the school was immediately instrumental in inducing the farmers of the community to erect the Chatfield Farmers' Cooperative Laundry, which is probably the first of its kind in the United States. Few things can mean more to the farm women, in reducing the amount of real drudgery, than such a labor-saving plant.

The instructor of agriculture and his advanced students undertake to test corn and all kinds of grain for the community, making a nominal charge to cover actual expenses. "The corn testing alone," says Supt. Forney, "has many times more than paid the salary of the agricultural man."

In the same way milk and cream are tested and soil analysis made. Then farmers' clubs and institutes are organized and maintained. One of the most popular innovations is the lecture courses at the rural schools, at which lantern slides and other illustrations are used.

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#### IV. CONSOLIDATION AND GENUINE COMMUNITY SCHOOLS.

*The public beginning to realize wastefulness under the old system.*—The people in many parts of Minnesota are wide-awake to the great waste of the small school. They are beginning to realize that even where the one-teacher school is modern in architecture, is well kept, and in charge of a well-paid teacher, it can not fully meet the demands of modern country life. Even under the most favorable circumstances the school can not approximate the work that it should do—viz, prepare the boys and girls of the community for satisfied, well-rewarded living on the country soil.

The fact is, in Minnesota as elsewhere, the one-teacher school does not offer rural children what they need to-day. On account of this, real interest in school work is poorly sustained, and the older pupils too often leave school long before completing the eighth grade. No thinking person would expect anything better than we are getting from the one-teacher school system. Such schools were very good as pioneer schools in pioneer communities, but as schools seeking to be of assistance at this time of real husbandry farming they are distinct failures.

Association of schools has done much to correct these conditions in many parts of Minnesota. In others all the children of the com-

munity are being brought under one roof, in a centrally located, well-organized school, comprising the usual eight years of elementary work, together with four years of cultural and industrial high-school work.

*Minnesota consolidated schools becoming effective community centers.*—Much of the Minnesota consolidation has been well done. This is fortunate. In some States, unfortunately, consolidation has meant only the merging of a number of small schools into a large one, and providing the new school with the traditional town school course of study. If consolidation is not done well, it had better not be done at all. And to be done well the new school's course of study, while offering the broadest general culture, must somehow be rooted to the soil, and its activities must reach beyond the four walls of the school into the entire school community to do the educational work of the whole people.

In a number of the consolidated school communities which came under the investigator's notice in Minnesota, the country folk are getting at home many of the social-recreational attractions that they formerly sought in town. The schools are becoming social centers. In many places the assembly halls are used for regular country rallies of various kinds—here are held the extension lecture courses, the neighborhood social gatherings, the farmers' institutes, boys' and girls' clubs, mothers' meetings, and other meetings of similar nature. In this way the new schools are able to provide modern substitutes for many of the rural activities that disappeared with our transition from the household economy stage of farming to the present stage of exploitation and beginnings of husbandry farming.

*Consolidation easily attained because of liberal laws.*—The Holmberg Act went into effect April 18, 1911. The new law makes it reasonably easy to effect consolidation by having eliminated the more or less prohibitive conditions formerly in use, and adding, instead, liberal State-aid inducements.

Several States which have striven to consolidate their schools have failed on account of unreasonable laws; and others have been slow to act because they have had no State-aid features to offer as an inducement for change. The special features of the Minnesota law may be summarized as follows:

1. Twenty-five per cent of the resident freeholders only is required for petition to consolidate. Under the old law a majority was required.
2. When the election is called to vote on the proposition to consolidate, such election is held at one centrally located polling place, and a bare majority of all the votes cast is sufficient. Under the former act the districts voted separately, which made it vastly more difficult to get the requisite majority.

3. It sets certain high standards for teachers and school equipment that must be met before the new organization can be recognized by the State authorities or aid granted under the law. Thus:

(a) The same high standards of preparation and fitness must be maintained for teachers in the consolidated schools as in the high and graded schools in villages and cities.

(b) Principals of consolidated schools, in addition to the above requirements, must secure the special indorsement of the State superintendent of education as to fitness for the particular position sought.

(c) Fully equipped departments must be maintained for instruction in agriculture, manual training, and domestic science.

4. It authorizes the State superintendent of education to establish and maintain strict requirements for building construction and equipment, and for transportation of pupils.

5. Finally, the law provides very liberal State aid as an inducement for rural communities to reorganize their schools according to the above-mentioned standards.

*State aid the great spur.*—It is only just that State aid should be granted as a reward for aggressive educational enterprise, to stimulate a community to exert itself to build up the best kind of school. The liberal State aid offered for compliance with the conditions of the Holmberg law has acted as a wholesome stimulus, and made consolidation possible in many communities where this would otherwise have been impossible.

The schools of the State are classified, for purposes of receiving aid, as A, B, and C. They must be in session at least eight months and be thoroughly organized. They must also have modern, sanitary schoolhouses and suitable equipment. The schools of class A must have at least four departments; those of class B at least three departments; and those of class C at least two. Pupils living more than 2 miles from the school are transported at public expense, or their board and lodging may be paid if this is found more economical and convenient.

Schools under class A receive, annually, State aid amounting to \$1,500; those of class B, \$1,000; and class C, \$750.

In addition to the annual aid, a school in any of these classes may receive special aid in the construction of a modern building equal to 25 per cent of the cost of the building, provided that in no case shall any district receive more than \$1,500 for this purpose.

*Degree of success in consolidation dependent on proper safeguarding.*—The Minnesota law very wisely charges the State superintendent of education with the great responsibility of formulating and enforcing the rules and regulations under which the schools may receive aid and recognition under classes A, B, and C. Many States have a

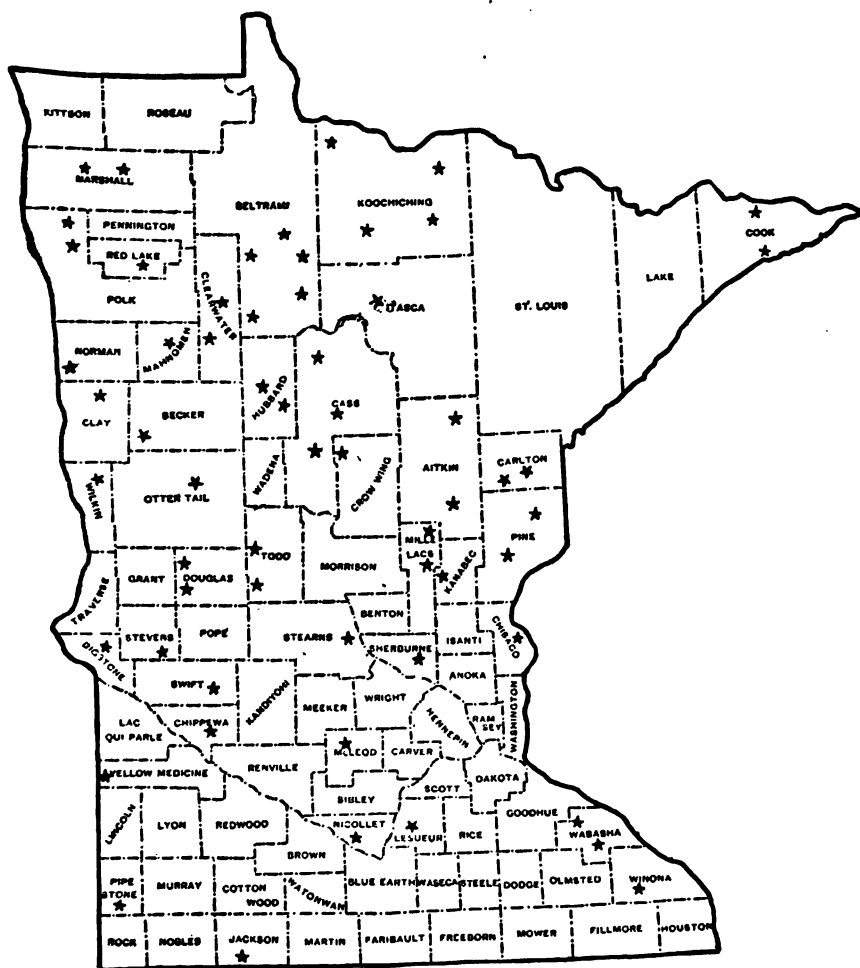


FIG. 3.—State map of consolidated schools.

larger number of consolidated schools than has Minnesota; but few, if any, have better consolidated schools.

Says ex-Rural School Commissioner E. M. Phillips:

The success of the movement will not lie alone nor chiefly in the number of consolidations accomplished, but rather in the degree of real improvement in rural schools secured through the application of the law.

With this in view the State department has formulated a complete set of regulations for each of the three classes of schools, which are strictly enforced. They include preparation and special fitness of teachers; plans and specifications of buildings; building sites, water and drainage; school equipment; rules for conveyance of pupils; and course of study. These regulations are given in detail in the appendix.

*Progress in consolidation both rapid and substantial.*—As was said above, the State had only 9 consolidated schools previous to 1909. In 1912 there were 69. In 1912–13 the number increased to 75; in 1913–14 to 83; and at the time of writing it is 116, with several groups of districts in the process of organizing. The statistics from 30 of these consolidated schools are given below, to convey to the reader some idea of the progress that is being made. It will be understood that the table represents only about one-fourth of all the consolidated schools in the State.

*Statistics of 30 consolidated schools, for the school year 1911–12.*

Expenditures for consolidated school buildings.....	\$200, 548
Total assessed valuation.....	\$5, 483, 773
Total number children enrolled.....	3, 906
Total number children transported.....	932
Total cost of transportation.....	\$18, 414
Average cost per child per year for transportation.....	\$19. 75
Average cost of schooling per child per year including transportation....	\$35. 65
Total cost of maintaining schools, including interest on bonded debts....	\$139, 252
Total amount contributed by the State toward this cost of maintenance..	\$78, 900
Total amount left to be raised by local taxation.....	\$60, 352
Average length of transportation routes (longest distance any child rides to school).....	miles.. 4½
Total number routes maintained.....	60
Average number children per wagon.....	15
Largest number in any wagon.....	29
Smallest number in any wagon.....	2
Average monthly salary of drivers.....	\$40
Number of schools maintaining at least one year of high-school work.....	21
Number of pupils in high-school classes.....	395
Number of accredited State high schools.....	3
Number of accredited State graded schools.....	11
Number of school days before consolidation.....	166
Number of school days after consolidation.....	175
Average area of consolidated districts.....	sections.. 35
Total number of separate districts combined to form 30 consolidated schools.....	141



**A. CHATFIELD ASSOCIATED SCHOOLS.**  
Short-course boys in farm machinery class.



**B. SAUK CENTER SCHOOL FARM.**  
Winner in central Minnesota corn contest.



The secret of the substantial growth of consolidation lies in the fact that the new schools fulfill the promise of providing the right kind of education for rural communities.

In equipment, including building, school farm, and laboratory facilities, in courses of study, and aggressive extension work, the consolidated schools are so much like the associated schools, described in detail above, that their repetition is unnecessary here.

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## V. INDUSTRIAL EDUCATION AND RURAL SCHOOL PROGRESS.

*The industrial subjects and new school interest.*—The gravest charge against the one-teacher rural school has been its failure to sustain the pupil's interest. This is due to the fact that it is unable to provide the kind of education demanded by the conditions of modern agriculture. It is time to realize that a school which answered well enough the needs of a pioneer civilization, need not, on that account, be expected to do the same for a generation of commercial farmers—indeed, it can not. The one-teacher school is the American pioneer school. As a nation the United States has passed the time when the farm home produced whatever the family group needed in the way of food, clothing, and tools. In the days of homecraft the schools could devote all their time to the cultural book elements, for then the manual industries were taught at home. Now, on the other hand, the average home can no longer teach these subjects. The schools must take over the new responsibility by offering courses in agriculture, household economics, manual training, and other vocational subjects.

The Minnesota schools, like schools elsewhere over the country, are striving to make all their activities more practical than they have been. The courses of study, which formerly had for their sole aim to prepare pupils for a higher school lying beyond the reach of the large majority of the pupils, are being reorganized and designed to provide both knowledge and skill, and to fit for immediate life activities. To quote the words of State Supt. C. G. Schulz:

There is a hopeful lack of uniformity, both in subject matter offered and in plans of instruction—a tendency to permit community needs, standards, and purposes to find suitable expression in the new public school curriculum. While protecting the vested rights of children to such schooling as will leave open every possible door of advancement for the exceptionally ambitious and capable, there is evident, in the recent administration of public schools, assurance that the large majority of pupils who are never to receive training beyond the high school shall be sent out equipped to fill acceptably some useful and reasonably remunerative place in our great economic organization. In all this there is promise of an improved citizenship. The present generation of school children must, it would seem, bring into our civic body an under-

standing of the necessity and the dignity of labor, well-established habits of industry, the tendency to do all work systematically, accurately, intelligently, and honestly, and a disposition to understand the economic problems of the day, which should make for improvement of industrial conditions.<sup>1</sup>

*Satisfactory progress in industrial education under the Putnam and Benson-Lee Acts.*—The last few years have seen the establishment throughout Minnesota of a remarkable system of industrial high and graded schools. Some are ranked as State high schools, some as Holmberg consolidated schools, and some as associated schools.

Of these schools, 136 are organized under the Putnam Act and the Benson-Lee Act as industrial high schools. They become thriving local centers for a varied community work. Of first importance appear the regular school courses in agriculture, household economics, and manual training. But scarcely less so is the variety of short courses for young and old, and the agricultural extension courses given in cooperation with the State college of agriculture and the three secondary State schools of agriculture.

It is well to lay stress here on the fact that, while Minnesota has upon its statute books sane and liberal aid laws designed to encourage industrial instruction, the present degree of excellence of the schools could not have been attained had not the State been exceptionally fortunate in its educational leaders, who have guided and restrained, in season, the progressive school policy of the State, to the end that all the schools of the State are cooperating to extend the usefulness of the new system to the remotest precincts of the State.

The following figures show graphically the rapid growth of industrial instruction in State high schools during the last few years:

TABLE 3—*Students enrolled in industrial subjects, 1908-1914.*

Subjects.	1908-9	1909-10	1911-12	1912-13	1913-14
Manual training.....	4,233	4,770	6,892	7,064	7,350
Cooking.....	637	1,267	3,662	4,795	5,799
Sewing.....	994	1,616	4,587	5,637	6,680
Agriculture.....		1,331	2,961	3,631	4,053
Total.....	5,864	8,984	18,102	21,127	23,882

*Statutory requirements for industrial aid.*—At this time 40 high schools and 2 graded schools receive the annual special aid of \$2,500 under the Putnam Act, and 81 additional high schools and 15 additional graded schools receive the special industrial aid of \$1,800 under the Benson-Lee Act. These schools, in addition, receive aid as State high schools, or as consolidated or associated schools, and some of them for maintaining training departments for rural teachers.

In order to receive the \$2,500 aid under the Putnam Act, a school must maintain distinct departments in agriculture, household

<sup>1</sup> Seventeenth Biennial Rept. Dept. Pub. Instruction, 1911 and 1912, p. 22.

economics, and manual training; while the requirements for the \$1,800 aid under the Benson-Lee Act are a distinct department of agriculture and a department in either household economics or manual training.

The other important statutory requirements are:

1. The schools must employ specially trained instructors in agriculture, household economics, and manual training.

2. The \$2,500 aided schools must maintain in a high state of cultivation not less than 5 acres of land, for school gardens and experiments and demonstration purposes.

3. The schools shall organize short courses, whenever deemed advisable, for young men and women who can not attend school during all of the regular school year.

*State high-school board charged with maintaining regulations for industrial aid.*—This body is representative of the most important educational interests in the State. It comprises the State superintendent of education, the president of the State university, the president of the normal school board, and two other members appointed by the governor. The board prescribes the regulations under which aid may be asked and awarded; it outlines the fundamental principles of the industrial courses of study; it sets the standards of preparation and experience of the instructors; and specifies the necessary school equipment.

(a) *Courses of study.*—The high-school board has wisely refrained from prescribing a detailed, standardized course of study for the schools. The scope of work alone is outlined. The final content, methods of practice, etc., are left entirely to the initiative and experience of the local instructors; who may at any time call for the assistance and advice of the several inspectors of the board and other central school authorities.

This freedom to develop the study courses to local needs is one of the most valuable features of the Minnesota system; especially as this seems to be accomplished without loss to the homogeneity of the working whole.

(b) *Instructors.*—The board fixes the number and qualifications of the industrial teachers. It limits the number of subjects they may teach and the number of their classes. It prescribes that agriculture instructors shall be paid by full calendar years, and otherwise prepares the way for effective teaching.

The details of State-aid requirements prescribed by the State high-school board appear in the appendix.

*Comments on the industrial subjects.*—It is impracticable to go into the details of the variety of industrial courses offered in the large number of State-aided schools. A few comments of a general nature will suffice.

(a) *Agriculture*.—At least 140 schools have well-equipped departments in agriculture, taught by graduates of standard agricultural colleges.

The agricultural course is a cumulative growth, beginning as nature study in the early grades. Much satisfactory work of this kind can be observed. Nature study is not taught as a separate subject, but leavens all subjects. This prepares the children for formal textbook work in agriculture, which generally begins with one period a week in the seventh grade and is continued through the eighth grade. The first-year high-school class ordinarily studies farm crops and the second-year class live stock. The best-equipped schools offer in their third and fourth years work in soils and farm management. In these schools the science courses are taking on more and more of the practical trend. Thus, for example, agricultural botany and agricultural chemistry are supplanting formal botany and chemistry.

The demand, at high salaries, for agriculture-college men to take charge of the new agricultural departments has attracted well-prepared instructors from many States. At this time 20 States and Canada are represented on the lists. All of them have added new inspiration and introduced new things. Mr. George B. Aiton, in speaking of the variety of work in the agricultural departments, says:

The work in farm crops varies properly in different parts of the State. Under the influence of Ames, to which we are much indebted, special work in corn leads off in the southern part of the State. In the Red River valley wheat comes first. The third place in classroom and laboratory attention is held by potatoes. The more enterprising instructors enrich schoolroom instruction by a careful study of elevators, flouring mills, and the growing crops of farmers. One instructor reports that his boys, 10 in number, were provided with bicycles, and did a large part of their study in the fields of the farmers within a radius of 6 miles. These are the boys that breakfasted on wienerwursts by the roadside one morning at 6 o'clock, surveyed, husked, and weighed a prize acre of corn, and were back in school by the middle of the forenoon. The activity displayed by boy scouts can be transferred to agriculture if the instructor knows how to lead.<sup>1</sup>

(b) *School farms*.—Under the law each school drawing special aid for agriculture must provide a school farm for experiment purposes. A study of these farms discloses extremes in equipment and upkeep. Many have good barns and sheds and own their own teams and necessary machinery. Some even have a limited number of cattle, sheep, hogs, and poultry. This, however, is the exception. The classes in animal husbandry usually depend on neighboring farms for these first-hand studies. A number of instructors are able to make the farm crops pay for all outlays. At Spring Valley, mentioned above, the 16-acre farm netted last year a profit of nearly \$200, but this is unusual. Where the school authorities are obliged to hire teaming

<sup>1</sup> Twentieth An. Rep. State High Schools of Minn., 1913, p. 57.

done and have the farm at some distance from the school, the whole undertaking easily becomes burdensome. The success or failure of the school farm depends very largely on the degree of constructive ingenuity and tact of the agricultural instructor.

(c) *Extension work.*—The Minnesota system is broad enough to include the education of all the people, young and old. It works on the principle that education is a life process, and that all the educative machinery of the State shall be at the disposal of the public at all times to assist them solve their life problems. The extension

**EXTENSION COURSE IN SEWING,  
CHATFIELD ASSOCIATED SCHOOLS.**

**PURPOSE.**

To afford young women who can not attend school the opportunity of pursuing a short course in sewing.

**PLACE.**

Sewing room in high-school building.

**TIME.**

The first and third Friday afternoons of each month, 1.15 to 3.30. The first class will meet October 17, 1913.

**OUTLINE OF COURSE.**

The course in sewing will be as practical as possible and will consist of simple garment making, use of patterns, repairing, and a brief study of textiles.

At the request of the class the above course of study may be subject to change.

All persons interested in the course should communicate with Miss Clara M. Jacobson, director of the course, or with E. B. Forney, superintendent of schools.

department of the State College of Agriculture may be considered at the head of the outward work of the schools. The county agricultural experts, of whom Minnesota is getting an increasing number, and the agricultural instructors of the high and graded schools also lend valuable assistance. The State-aided schools do their most active work in the formation of farmers' clubs, in giving advice in farm home construction, building silos, pruning and spraying orchards, cow testing, inoculation against hog cholera, milk testing, seed germination, holding farmers' institutes, and encouragement of new social-recreational activities and cooperative enterprises.

Agriculture short courses play an important part in the new schools. They will be discussed later.

(d) *Household economics*.—None of the industrial departments is more popular than this. More than 12,000 students in State-aided village and rural schools take courses in some or all phases of household economics. The large consolidated high and grade schools offer complete courses, extending over eight years, usually beginning with the fifth grade. The associated schools and central schools in

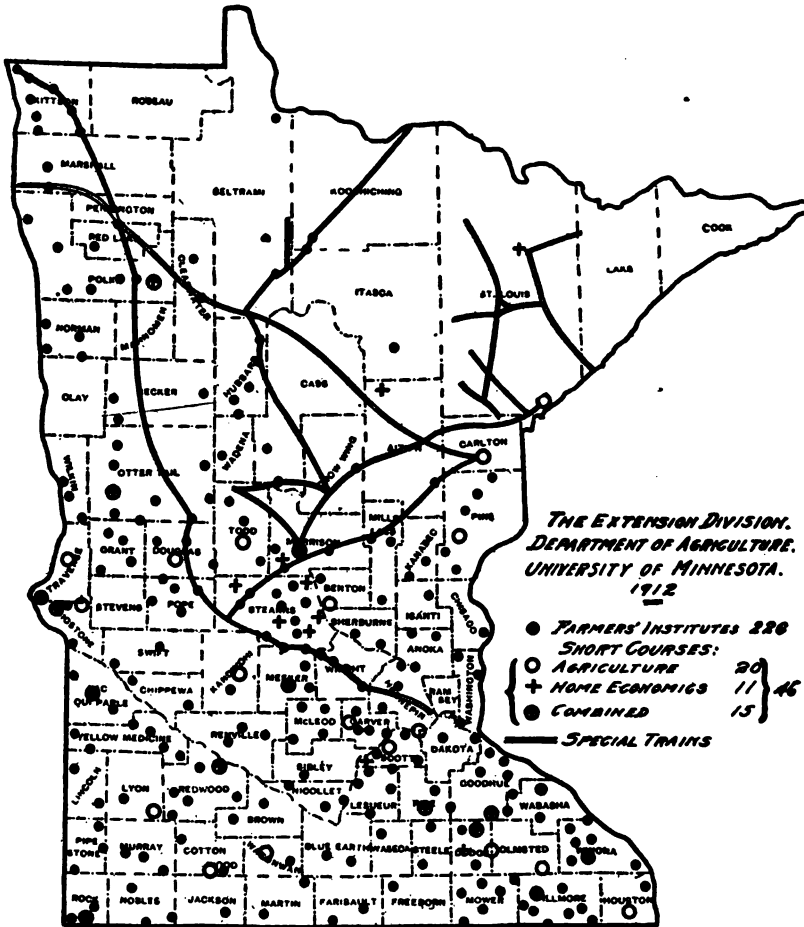


FIG. 4.—Extension work in Minnesota.

the northern undivided districts do much to direct these courses in the small rural schools.

The classes in cookery waste little time on making candies and indigestible salads. The wholesome in food and everyday practical things in home life receive most attention. The course of study given below is from the consolidated school at Grand Rapids:

Grade 5. Model and plain sewing; one 90-minute period per week; method—discussion, demonstration, practical work by pupils.

Grade 6. Plain sewing, repairing, and textiles; one 90-minute period per week; method—same as for fifth grade.

Grade 7. Sewing and textiles; one 90-minute period per week; use of patterns, making aprons, corset covers, crochet work; method—discussions, demonstrations, and practical work of pupils.

Grade 8. Grade cooking; one 90-minute period per week; classification of foods; experiments with proteids, carbohydrates, and fat; practical work in cooking and serving.

First year, high school:

Cooking—Two 90-minute periods per week; planning of meals, use of left-overs; practical work in cooking and serving.

Food study—One 45-minute period per week; food studied according to the following outline—physical composition, chemical composition, distribution, methods of production, methods of preparation, digestion, absorption, food value, and cost.

Plain sewing—Three 45-minute periods per week; use of patterns; study of textiles and garment making. Garments made: Cooking apron, corset cover, drawers, nightgown, underskirt.

Second year:

Dress making—Seven 45-minute periods per week for 26 weeks; use of patterns; selection of materials and styles. Garments made: Plain waist, shirt-waist, skirt, woolen school dress, gingham school dress, afternoon dress.

Art needlework—Seven 45-minute periods per week for 6 weeks; art needlework stitches, and crochet; hemming table linen.

Spring millinery—Seven 45-minute periods per week for 6 weeks; making frames; covering frames; making and trimming hats.

Third year:

Advanced cooking and serving—Two 90-minute periods per week for 26 weeks.

Home nursing—Two 90-minute periods per week for 6 weeks; recitation work, practical work with bandages.

Household management—Two 90-minute periods per week for 6 weeks; recitation work.

Dressmaking—Three 90-minute periods per week for 38 weeks; advanced work. Garments made; wash dress, wool dress, graduation dress, class-night dress.

(d) *Manual training*.—In the best-equipped schools the work begins with the fifth grade and requires usually one double period a week throughout the last three years of the elementary school. In the high school more time is required; as a rule, one double period a day is necessary throughout the entire course. The manual-training shops are well equipped. Many schools have forge rooms, and even the rural schools in school associations and undivided districts are generally equipped with benches and tools.

There is a marked effort in these classes to include as much as possible of the great out-of-doors in the list of articles made. Mr. George B. Aiton, on his rounds of inspection, has encouraged this. He insists that, while the pupils have not, perhaps, devoted too much time to making articles of a purely domestic nature, such as Morris chairs, mission furniture, benches, stands, desks, chests, match scratchers, ironing boards, etc., they have not devoted enough time to

the rugged outside world. But a reaction has set in. As Mr. Aiton says:

The machine shops of our large school are delightfully masculine. Not a few instructors are launching out in a practical way. The younger boys are making sleds, toy windmills, waterwheels, bird houses, tent pins, athletic poles, and a variety of other articles that appeal to the mind of the active lad. In several schools I have noticed activity in the construction of poultry coops, crates, brooders, and nests. Flytraps and beehives are made in spring. Tool handles, ladders, nail boxes, tool chests, and saw horses are in evidence. The list of distinctively farm articles includes milking stools, bag holders, gates, feed racks, wagon poles, wagon jacks, wagon boxes, grain tanks, hay racks, neck yokes, and whiffle trees. The manual-training class assists the agricultural department by making tables and benches for the short course, as well as corn trays for drying seed corn, corn trays for use in judging corn, and germination boxes for seed corn. The blacksmith shop contributed a variety of latches, spikes, bolts, chisels, and hinges. Valuable instruction is given in laying out and cutting rafters and risers for stairways and in constructing barn models. I was pleased to hear one instructor say that if some farmer would dump the dimension stuff for a barn on the school grounds he would have the boys get out the framework for the entire building.<sup>1</sup>

*Short courses for the whole community.*—The winter short courses offered by the Putnam and Benson-Lee Schools are rapidly becoming a prominent feature in the new community schools. It is a species of continuation schools for people regularly beyond the reach of school. There is no maximum age limit. Students may enroll from 15 years of age, or thereabouts, up toward 99 years. Anyone who can profit by the courses is made welcome. The courses are 3, 4, 5, and 6 months in length, varying in different schools. These are regularly intended for youth of the community beyond school age. Six-day courses for the parents of the community are popular in many places during the last week of the regular short courses.

The time is chosen to suit the farmers. The courses begin in November, after the fall work is done, and close in March, before the rush of spring work begins. The school hours are from 10 o'clock a. m. to 3 o'clock p. m., which allows time for chores at home morning and evening.

The daily routine includes a general brushing up in the elementary subjects. Farm arithmetic and accounting hold prominent places. Farm law, special phases of agriculture, blacksmithing, carpentry, cooking, sewing, and other subjects are presented by enthusiastic instructors, many of whom are secured solely for the short courses. Each student does the work he needs the most.

Says Mr. George B. Aiton:

It is not unusual to find an agricultural giant plying the trade of Vulcan at his ease one hour, while the next finds him perspiring over the sonorous page of a third reader. If any part of our work demonstrates that the Minnesota high-school system has finally got down to business, it is the winter short courses now going on in a hundred schools.

<sup>1</sup> Twentieth An. Rept. State High Schools of Minn., 1913, p. 49.



**A. STUDYING STOCK.**

Farmers' short course at Sauk Center. Thus are met the needs of the people beyond ordinary school age.



**B. TESTING EGGS FOR FERTILITY.**

Short course, associated schools of Sleepy Eye.



MANUAL TRAINING CLASS IN LE SUEUR HIGH SCHOOL.

The boys are building a small barn on contract.

DAILY PROGRAM OF THE SHORT COURSE OF THE MILACA ASSOCIATED SCHOOLS.

Hour.	Subject.	1st week— Nov. 6-Nov. 10.	2d week— Nov. 13-Nov. 17.	3d week— Nov. 20-Nov. 24.	4th week— Nov. 27-Dec. 1.	5th week— Dec. 4-Dec. 8.	6th week— Dec. 11-Dec. 15.	7th week— Dec. 18-Dec. 22.	8th week— Jan. 8-Jan. 12.	9th week— Jan. 15-Jan. 19.
10.00 to 10.45.	Agriculture (Boys and girls). DAILY.	Sells. Cultivation.	Plant foods. Fertilizers.	Corn culture. Selection. Improvement. Testing. Judging.	Forage crops. Clover.	Potato culture. Cereals. Judging.	Crop rotation. Crop improve- ment.	Dairy breeds. Types. Feeding. Improvement. Care.	Breeds and types of live stock.	Animal feeding. Animal breed- ing.
10.45 to 12.15.	Cooking (For girls). DAILY.	Study of foods. Scalloped apples. Hard sauce. Coffee.	Potatoes. Vegetables. Sharpening tools.	Breakfast foods.	Rice. Bread.	Rolls. Jelly. Eggs.	Eggs. Custard.	Meats. Pot roast.	Soup. Tomato sauce.	Hash. Ginger bread. Fruit pudding.
	Manual training (For boys). DAILY.	Sawing. Planing.	Timber splicing.	Bench work. Joints.	Feed trough. Hammer handles. File handle. Bread board.	Bread board. Sharpening bits.	Miter box. Pipe fitting.	Forge work. Cold chisel. Tempering.	Forging punch. Forging gate- hook.	Singletree. Doubletree. Forging links.
1.30 to 2.15.	Sewing (Girls). MONDAY, WEDNESDAY, AND FRIDAY. Business arith- metic (Boys). MONDAY, WEDNESDAY, AND FRIDAY. Farm accounts (Boys and girls). TUESDAY AND THURSDAY.	Stitches.	Hems. Gathers. Bands. Seams.	Sewing bag.	Sewing bag.	Kitchen apron.	Dresser scarf.	Nightgown.	Nightgown.	Corset cover. Buttonholes.
		Rapid calcu- lation. Addition, sub- traction.	Rapid calcu- lation. Multiplication and division.	Fractions. Addition, sub- traction.	Fractions. Multiplication and division.	Cancellation and fractions	Decimals.	Decimals.	Surfaces meas- urement.	Liquid meas- urements.
		General prin- ciples.	Debit and credit.	Debit and credit.	Daybook.	Daybook.	Ledger.	Ledger.	Trial balance.	Account with fields and crops.
2.15 to 3.00.	Business forms and Business law (Boys and girls). DAILY.	Penmanship. Letter writing. Letter writing.	Penmanship. Letter writing. Orders for goods.	Bills. Invoices. Statements. Receipts.	Postal infor- mation. Express money order. Postal money orders.	Contracts.	Leases.	Abstracts. Deeds.	Mortgages.	Banking. Passbook. Check. Credit slip.

## DAILY PROGRAM OF THE SCHOOL COURSE OF THE MILACA ASSOCIATED SCHOOLS—Continued.

ONE WEEK FARMERS' INSTITUTE AND SCHOOL EXHIBIT.										
HOURS.	SUBJECT.	10th week— Jan. 22-Jan. 28.	11th week— Jan. 29-Feb. 2.	12th week— Feb. 5-Feb. 9.	13th week— Feb. 12-Feb. 16.	14th week— Feb. 19-Feb. 23.	15th week— Feb. 26-Mar. 1.	16th week— Mar. 4-Mar. 8.	17th week— Mar. 11-Mar. 15.	18th week— Mar. 18-Mar. 22.
10.00 to 10.45.	Agriculture (Boys and girls). DAILY.	Animal dis- eases. Poultry.	Dairy practice. Milk testing. Cream testing. Handling milk.	Dairy practice. Cow testing. Record sheet. Profitable cows.	Silos and silage. Barn plans.	Vegetable and fruit culture.	Plant diseases and pests. Weeds.	Farm man- agement. Marketing.	Care of farm machinery. Roads. Gas engines.	
10.45 to 12.15.	Cooking (For girls). DAILY.	Biscuits. Cold slaw.	Oyster stew. Cakes. Brown bread.	Coffee. Cakes. Muffins. Pie.	Pudding. Cakes.	White cake. Sponge cake.	Ice cream. Cookies. Salad.	Bread. Pudding. Jellied prunes.	Veal cutlets. Care of kitchen.	
	Manual train- ing (For boys). DAILY.	Welding. Clevis. Tongs.	Sharpening pick and crow- bar, drills, etc.	Soldering. Making bolts. Ladder. Wagon reach.	Coat hanger. Book rack. Clock shelf.	Towel roller. Drawer. Wagon tongue.	Tool chest or Wagon box or Hayrack.	Tool chest, Wagon box or Hayrack.	Tool chest, Wagon box or Hayrack.	
1.30 to 2.15.	Sewing (Girls). MONDAY, WED- NESDAY AND FRIDAY.	Drawers.	Fancy stitches. Patching.	Patching. Darning.	Underskirt.	Underskirt. Shirtwaist.	Shirtwaist. Shirt.	Dress.	Dress.	
	Business arith- metic (Boys). MONDAY, WED- NESDAY AND FRIDAY.	Dry measure- ments.	Weights.	Board measure. Masonry.	Lathing. Plastering. Papering. Painting.	Percentage and interest.	Interest.	Partial pay- ments.	Taxes. Partnership.	
	Farm accounts (Boys and girls). TUESDAY AND THURSDAY.	Account with fields and crops.	Account with garden.	Account with live stock.	Account with dairy.	Account with poultry.	Account with animal rations.	Account with home.	Inventory.	
2.15 to 3.00.	Business forms and Business law (Boys and girls). DAILY.	Promissory note. Drafts.	Insurance and Corporations.	Petitions. Power of attor- ney. Agencies.	Wills.	Settling of estates.	Taxes for roads schools, etc. How levied and collected.	Land survey- ing. Townships. Sections, etc.	Highways. Legal tenders.	

## VI. TEACHER TRAINING FOR THE RURAL SCHOOLS.

*Schools where this training is offered.*—The Minnesota rural schools draw their supply of specially trained teachers mainly from two sources: The professional department of the State agricultural college and the teacher-training departments in State high schools. The five State normal schools do not offer specialized courses for rural teachers, as practically their whole annual output is absorbed by the high and graded schools. A recent ruling of the State high-school board is to the effect that, beginning with the year 1915, "all new appointees for the elementary departments of high and graded schools must be advanced-course normal-school graduates." This is a progressive step for better teaching in these two classes of schools, but will mean that the State normal schools can have little or no time to devote to rural-teacher training.

The regular educational courses offered by the college of agriculture prepare teachers to instruct in agriculture and other industrial subjects in every variety of State high schools, including consolidated and associated schools. Special summer courses are open to rural teachers regularly at work in the field. Here, too, the industrial subjects are emphasized. Nearly 1,000 rural teachers annually take advantage of the summer courses.

The strong teachers of agriculture and other industrial subjects and principals of the new consolidated and associated schools must continue to come from the State agricultural college, and from similar colleges in other States.

*Special training courses in high schools.*—The largest immediate supply of specially prepared rural teachers will, however, have to come from State high schools legally authorized to offer rural-teacher training courses. Many educators have doubted the advisability of introducing professional work in high schools. Professionally prepared teachers for the one-teacher schools must, nevertheless, be provided in some manner, and no other institution seems better able to do the work at the present time than the high school.

Minnesota requires 9,000 teachers for its one-teacher schools. Less than 25 per cent of those now in service have received any professional training for their work. Here one encounters what is possibly the greatest weakness in the already unsatisfactory one-teacher school system. The evident reason for this lack of professional preparation is that teachers in these schools are permitted to teach on common-school certificates, issued upon passing an ordinary academic examination. A new certification law, requiring a minimum amount of professional work as resident students in recognized schools would go a long way toward correcting this weakness.

Such a law would also stimulate the work in the eighty-odd training departments in high schools, whose product now must compete, as it were, with the untrained teachers holding common-school certificates.

*Weakness of the training departments as now organized.*—The present organization and work of these departments are far from satisfactory, although considerable progress is being made. The most apparent weaknesses are, (1) students may receive a certificate to teach without having completed the four years of the high-school course; and (2) country-leadership subjects are largely left out of consideration.

In regard to the first point, it would seem highly desirable that no student should be granted the training department diploma with less than four years of work, i. e., no one should enter the training class until he has had three years' credit in academic work. It is highly desirable even that the regular high-school course be completed first and the training course come as a fifth or graduate year. In this manner the teachers would get a fair academic foundation and have a reasonable degree of maturity to meet the many problems of modern rural life.

Every rural teacher should have a good knowledge of rural life needs by having studied at least a beginning course in rural life problems, including elementary rural sociology and economics. Without some inspiration along such lines the teachers of the small rural schools will find it difficult to become such rural community leaders as are needed nowadays. The Minnesota training departments devote little time to this work, and even the new industrial subjects are not required, although encouraged. The State department of education has just added to its corps of specialists a supervisor of teacher-training departments in high schools. For this important position it has chosen one of the most energetic rural life workers in the country; so that the immediate future may see the work take a strong forward impetus in rural socialization.

*Some of the requirements under the Minnesota law.*—Teacher-training departments in high schools may draw aid in the sum of \$1,000 annually as soon as they have complied with certain regulations laid down by the State high-school board, among which are the following:

*Quarters.*—A suitable room, having not less than 650 square feet of floor space, shall be set apart for the exclusive use of this department. A second room, for the use of an ungraded model school, is desirable. Hall space and cloakrooms may be used for practice classes. The training department shall be in close connection with the grades. It shall be distinct from the high school, but shall not be located in a small, remote ward building.

*Equipment.*—A department library shall be provided for the study of geography, American history, and literature. Ten per cent of the annual State aid for this depart-

ment shall be expended each year for books and other equipment. To obtain credit, purchases shall be approved by the supervisor before they are made. Books bought for the general school library may not be credited to this department. The purchase of works in pedagogy and psychology shall be deferred until adequate primary material and classroom aids have been accumulated.

A paper cutter, manila paper, and a set of rubber printing type (\$3.50) shall be provided for the use of the department.

*Instructor.*—(a) Qualifications: The work shall be placed in charge of a special instructor holding a certificate granted by the State superintendent for this work. Such certificates will be granted only to teachers of approved experience, who seem to have special fitness, who have a knowledge of rural school conditions, and who, in addition, qualify by presenting one of the following:

- (1) An advanced diploma from a normal school of this State.
- (2) An indorsed diploma from the corresponding course of a normal school of another State.
- (3) A diploma from the college of education of the University of Minnesota.
- (4) A diploma from a reputable college or university.
- (5) A professional State teachers' certificate.

(b) Salary: The salary of such instructor shall be not less than \$750 a year.

(c) Program: The entire time of the special instructor shall be given to the instruction contemplated by the act.

One-half of the day shall be devoted to classroom work, arranged in four periods; the other to supervising practice work, overseeing the model school, directing the preparation of students for their practice work, directing reference work, guiding the students in the making of charts and the filling of scrapbooks with devices, programs for special days, memory gems, games, stories, outlines, and other matter for future use.

*Enrollment.*—(a) The enrollment in this department shall not exceed 20 for each instructor. The superintendent may, at his discretion, enroll students of sufficient maturity who are regular members of the high school and have not less than four high-school credits, or persons who have taught eight months and are recommended by the county superintendent. The superintendent shall raise the requirements for admission as rapidly as conditions permit and may limit the enrollment to 15. Preference shall be shown applicants whose preparation is superior. The superintendent shall have authority to dismiss students whose work is not satisfactory.

(b) Neither high-school students who desire to remove entrance conditions nor grammar-grade students shall be enrolled.

(c) Students enrolled for this special instruction shall give their entire time to the work. They shall not be permitted to join other classes or to carry outside studies, except that in schools which have proper facilities students in the training department may be encouraged to take up some work in agriculture, sewing, cooking, manual training, or drawing. A corresponding reduction may in such case be made from work in the academic studies.

(d) Students desiring to devote a part of their time to this work may be permitted by the superintendent to do so, but such students shall not be counted as enrolled. Their recitations shall not be allowed to interfere with the flexibility of the training department program, nor shall they be admitted at all should the enrollment of regular students reach 15.

(e) Instruction shall not be modified to meet the needs of students not regularly enrolled in this department.

*Practical side of the training.*—The board prescribes strict requirements for practice teaching under the regular grade teachers of the school. It also encourages the organization of model rural schools, and expects the student teachers to make frequent visits to near-by

rural schools under the guidance of their special instructor and the county superintendent. This phase of the work is well done in most schools. The regulations are:

*Practice teaching.*—Each student shall devote one-quarter day or its full equivalent to actual teaching. During that part of the day the student shall be a part of the teaching force of the school and on active duty as assistant to a grade teacher, according to arrangements made by the instructor of the training department. On the first morning of the school year the more capable students shall be assigned to assist the regular teachers in opening school in the different grades. Cloakroom supervision, hall duty, the correction of exercises, the oversight of seat work, tutoring, group work, and the instructing of sections of a grade—into which it may be divided for the purpose—are the usual forms of work. Mere observation has little value and shall be given no credit. If managed rightly, the subject knowledge gained through preparing for the recitation of groups, sections, or model school classes is more practical and does more to develop independence than the ordinary academic work of the department.

The first care of the instructor should be to organize the department as a teaching force, to get the students into the attitude of the teacher, to make them helpful and welcome in the school system. This done, the academic work may be organized with clearer insight. Students who are too immature to fall in with a scheme of this sort, too immature to assist pupils in seat work, or to hear an awkward boy read must not be enrolled in the training department. In the absence or illness of the teacher, two or more students may be put in charge of a grade room, but this shall not be construed as sanctioning any plan to have room work done by students while the regular teacher stands by.

*Model school.*—(a) The organization of an ungraded model school is encouraged. A principal, with as many assistants as are needed, may be detailed to take charge for a week or even a month. It is desirable that the organization of classes for the work be as nearly as possible the organization most practicable for an ungraded rural school. Such a one-teacher school can not be organized successfully into eight grades; it can be arranged better into three main groups—primary, intermediate, and advanced. Much of the instruction should be through general lessons in which all three groups take part.

(b) The daily program should be framed to serve as a model for a rural school. It should be changed from time to time to meet varying conditions, but whatever changes are made, much attention should be given to general exercises. Not enough of this kind of teaching has been done in the ungraded school. The student teachers should be made to see that, by careful planning, much can be accomplished in even a 10-minute period. All should help in planning the general lessons, and each should have an opportunity to act as teacher. By taking notes and collecting materials from day to day, each teacher can become well prepared to do this work in the country school.

(c) Primary pupils entering school at the opening of the spring term may be organized into a model school if so desired. The model school may be managed in such a way at any time as to afford relief to a crowded room or an overburdened teacher, but it shall in no case be constituted one of the grade rooms of the school so as to dispense with the services of a regular teacher.

*Rural schools.*—The training department shall connect closely with the rural schools. The county superintendent should be as frequent a visitor as his other duties permit. He should give the department practical talks. Arrangements shall be made for instructor and students to visit the rural schools of the vicinity. This is especially desirable at the opening of the term, to acquaint the students with the details of organization and classification as presented in these schools. The cost of transportation is recognized as legitimate expenditure of the special aid.

## APPENDIX.

### RULES AND REGULATIONS OF THE MINNESOTA STATE DEPARTMENT OF EDUCATION

Relative to the Consolidation of Schools under the Holmberg Act,  
Chapter 207, Laws of 1911.

#### (A) FOR SCHOOLS OF FOUR OR MORE ROOMS.

##### I. TEACHERS.

(1) Beginning with September, 1913, the principal teacher must present to this office for approval credentials showing special preparation of not less than one year for teaching agriculture and manual training. School boards are advised not to make contracts with principals who have not secured the indorsement of the State superintendent. (The law requires that principals must at least be graduates of the advanced course of a State normal school.)

(2) At least one of the teachers of a class A school must be qualified to teach the elements of sewing and cookery and must have the written indorsement of the State superintendent.

(3) Assistant teachers are required to have the same qualifications as those of graded schools, viz, the teacher of the primary room must be an advanced normal-school graduate and must have had at least one year of special training. All other teachers must hold at least first-grade common-school certificates. High-school normal-department graduates are not qualified.

##### II. BUILDINGS.

(1) Before any steps are taken for the letting of contracts for the construction of buildings, all plans and specifications must be submitted to this office for approval. They must also have the approval of the State board of health. Such plans must contain provision for flush closets, a bubbling fountain on each floor, a central heating plant, fan ventilation, and lavatories in each closet. Buildings must provide suitable room for a library. There must also be provision for manual training and home economics, with floor space of at least 35 square feet for each pupil taking the work.

(2) In order to secure State aid for building, districts must furnish this office with vouchers for expenditures in the construction of the building.

##### III. BUILDING SITE, WATER, AND DRAINAGE.

(1) Site should be chosen for its central location, effective drainage, and general attractiveness.

(2) In communities where there is no public water supply tubular or driven wells must be provided to furnish water for drinking, closets, and lavatories. *A surface well will not be approved.* A pressure tank of sufficient capacity must be installed. A gasoline engine or other mechanical power must be provided for pumping water. The overflow from the drinking fountains is to drain over urinals. All overflow from toilets must be carried off by means of sewer or into a septic tank.

## IV. EQUIPMENT.

Each room must have at least 100 square feet of substantial blackboard (preferably slate) and be seated with single desks, at least one row of which shall be adjustable. The district must purchase at least \$25 worth of library books annually and provide each grade with at least two sets of supplementary readers. Each of the two upper grade rooms shall have an 18-inch pendent globe, one full set of up-to-date maps, including a map of Minnesota, all in cases, one unabridged dictionary, and at least 10 abridged dictionaries.

## V. TRANSPORTATION.

(1) Suitable conveyances, built under specifications furnished by this office, must be provided. Wagon specifications will be sent to county superintendents upon application.

(2) No consolidation will be approved under which children must be carried more than 6 miles. It is recommended that no plan be undertaken where children must be carried more than 5 miles.

## VI. COURSE OF STUDY.

This will in general be the same as that at present followed in graded schools. This department issued an outline for industrial courses in September, 1912.

## (B) FOR SCHOOLS OF LESS THAN FOUR ROOMS.

## I. TEACHERS.

(1) Principals, under the law, must be holders of at least a first-grade common-school certificate. The indorsement of the State superintendent as to ability to teach industrial subjects is necessary.

(2) One of the teachers must be qualified to teach home economics.

(3) All teachers must be qualified as noted above for four-room schools.

## II. BUILDINGS.

The regulations are the same as for four-room building, except that heating and ventilation requirements are the same as for a semigraded school.

## III. BUILDING SITE, WATER, AND DRAINAGE.

(Same as for four-room building.)

## IV. EQUIPMENT.

Blackboard, supplementary readers, library, and desk requirements are the same as for four-room building. The upper-grade room must have an 18-inch pendent globe, a complete set of up-to-date maps, including map of Minnesota, an unabridged dictionary, and at least 10 abridged dictionaries.

## V. TRANSPORTATION.

(Same as for four-room building.)

## VI. COURSE OF STUDY.

This will in substance conform to that at present employed in semigraded schools, except as to industrial work, outlines for which will be sent to county superintendents in September.

## REGULATIONS OF THE STATE HIGH-SCHOOL BOARD

### Relative to Schools Seeking Aid under the Putnam and Benson-Lee Acts.

#### 1. APPLICATIONS FOR STATE AID.

a. Applications shall be made before the 1st day of August of the first year for which aid is asked on the blank form prepared for the purpose.

b. Each school must be listed provisionally by the high-school board before it begins work. If at the end of the first semester it has complied with the conditions, it shall be officially designated for that year.

c. Each school district of less than 18 sections listed for the \$2,500 aid is required to effect association with rural school districts so as to embrace within its territory at least 18 sections.

#### 2. AWARD OF AID.

a. The annual award shall be made at the regular August meeting of the high-school board and shall be based on a compliance with the statutes and the rules of this board relative to amount of aid for which the school has qualified.

b. Each school qualifying for \$2,500 aid shall receive not exceeding \$2,500 per year, and in addition thereto \$150 per year for each associated rural school district, but in no case shall the total amount received by any such school exceed two-thirds of the sum actually expended upon such agricultural and industrial department as certified to the State high-school board.

c. Each school qualifying for \$1,800 aid shall receive not exceeding \$1,800 per year, and in addition thereto \$150 per year for each associated rural school district, but in no case shall the amount awarded exceed the actual expenditure of the school for an agricultural department and a department of home economics or manual training as certified to the high-school board.

d. In reckoning aid credit shall be given for (a) salaries of special instructors—in case part time is devoted to this work, corresponding credit shall be given; (b) equipment, including tools and apparatus; (c) supplies, including seeds; (d) labor and team work; (e) reference books; (f) extension work in rural schools and among farmers; (g) transportation of instructors.

#### 3. COURSES OF STUDY.

a. The industrial courses required by law and covered by these rules shall be maintained throughout the school year.

b. The work in agriculture shall include: (a) A course based on textbooks, bulletins, and lectures. Agronomy and animal husbandry shall be given not less than a year each. It is desirable that botany, chemistry, zoology, and physics should be given an agricultural trend, but these subjects shall not be counted as a part of the four years course in agriculture. (b) A general course of one year to include gardening, fruit growing, dairying, and poultry raising. (c) A laboratory course, including physical examination of soils, preparation of weed-seed cases, testing of seeds, testing for butter fat, grain judging, stock judging, etc. (d) Special work along some line of local interest, such as dairying, corn breeding, small grain, potatoes, fruit, meat products, poultry, etc. The school shall not only maintain a standard of general efficiency, but shall develop strength in chosen specialty. (e) The organization of institute work in cooperation with extension division of the college of agriculture of the State university. (f) A short course of three months. In case local conditions are unfavorable the course may be discontinued with the written consent of the inspector.

#### 4. INSTRUCTORS.

a. In a school receiving \$2,500 aid the corps shall include not less than three special instructors, one qualified to teach agriculture, one shopwork, and one home economics. The entire time of each instructor shall be devoted to his department.

b. In a school receiving \$1,800 aid two industrial instructors shall be employed, one qualified to teach agriculture and one to teach either home economics or manual training. These instructors shall be in addition to the instructor per 30 students required for State high-school aid.

c. The principal of a graded school having not to exceed five grade teachers may teach one industrial subject. In such case he must have the qualifications of an industrial teacher.

d. The agricultural instructor shall be employed for the full calendar year of 12 months. The year of employment shall begin August 1. His entire time shall be given to the teaching of agriculture and extension work, provided that in schools receiving \$1,800 aid the instructor in agriculture may, with the written consent of the inspector, be permitted to teach one additional subject, particularly one related to agriculture. This rule shall not prevent the principal of a graded school from acting as instructor of agriculture.

e. The instructor shall be provided with laboratory facilities. During the fall and the spring of the year he shall have not less than a continuous half day for outside and extension work. He shall make a close study of local conditions and attend markets, horticultural meetings, meetings of creamery and stock-breeding and other associations, and such other gatherings as afford opportunity to make the acquaintance of farmers.

f. The instructor in agriculture may not direct manual training, but in schools receiving \$1,800 aid instructors in manual training or home economics may, if qualified, devote part time to academic work. The work in home economics may be divided between two instructors, one for sewing and the other for cooking.

g. The legal qualifications of instructors shall be those prescribed under "Requirements in Regard to Certificates of Teachers in High and Graded Schools."

#### 5. DEMONSTRATION PLAT.

Each school receiving \$2,500 aid shall maintain a demonstration plat of 5 acres or more. This plat shall be owned by the school district or be held under a long lease. It must be kept free of weeds and in a state proper for cultivation and for demonstration purposes. The border shall be seeded down into a sward. A part of the plat shall be devoted to a permanent rotation of field crops, of which a record shall be kept by the instructor.

#### 6. EQUIPMENT.

a. Agriculture. The instructor shall have one or more rooms exclusively for this work. The classroom shall be equipped with a well-arranged reference library, including bulletins and facilities for displaying agricultural products. The laboratory shall be provided with apparatus for testing soils, milk, and seeds. The agricultural quarters shall be easily accessible to visitors or persons bringing in farm products. An outside entrance is desirable.

b. Home economics. (a) In schools receiving \$1,800 aid a special room shall be fitted up with tables, cooking utensils, table service, cupboards, and conveniences for storing kitchen supplies. An adequate equipment shall also be provided, including cutting tables, one or more sewing machines, material suitable for patterns, the materials required for exercise, and such implements as are required in the usual sewing room. (b) In schools receiving \$2,500 aid the quarters shall include a dining room or administration room, a kitchen laboratory, and a room equipped with tables and machines for sewing.

c. Manual training. A special room for woodwork shall be provided with benches and the necessary tools. Material for exercises shall be supplied free of charge. Lumber for articles taken home may be charged for at cost. Schools receiving \$2,500 aid shall provide facilities for blacksmithing.

d. The rooms used for industrial purposes must be approved by the inspector. Where but one room is used for a department not less than 700 square feet of floor space shall be considered adequate, and all rooms must be properly lighted and well ventilated.

e. Schools receiving \$2,500 aid shall maintain a farm building large enough to store supplies, tools, and machinery, in case the plat is remote from school building.

## 7. CREDITS.

If the work is done satisfactorily, two periods given daily to an industrial subject or subjects for one year shall count as a credit.

## TYPICAL SHORT COURSES

### Offered by the Putnam and Benson-Lee Schools.

The following is an outline of the 14 weeks' short course offered at the Benson-Lee School, at Red Lake Falls, in 1912:

#### PURPOSE AND NATURE OF THE COURSE.

There are many young people in Red Lake Falls and its surrounding farming territory who have not had adequate educational opportunity. Home duties prevent their attendance at school for a full school year of nine months. The rural school, because of its limited facilities, they have outgrown and do not desire to attend. For these young people the course outlined on these pages is offered. It may seem by reading through the brief outlines of the various subjects in the course that the aim is to keep the work intensely practical in nature.

#### FARM ACCOUNTS.

Three periods per week.

The course will be a combination of very practical arithmetic and farm accounting. Under farm arithmetic acreage of fields, contents of bins, cribs, and tanks, lumber measurements, interest, discounts, and other topics of equal importance will be treated. Under accounting a simple system of bookkeeping for farm use will be taught.

#### AGRICULTURE.

Three periods per week.

The time in this work will be divided between actual exercises in milk testing, seed testing, grain and stock judging, rope splicing, etc., and a study of the same topics from a practical textbook and the school's agricultural library and bulletins.

#### ENGLISH.

Two periods per week.

The writing and speaking of correct English, use of capitals, punctuation, and letter writing will occupy the time devoted to this subject.

#### LOCAL GOVERNMENT.

Three periods per week.

A study will be made of the school district, the township, the county, and the State, both as to organization and administration.

## BUSINESS LAW.

One period per week on the subjects of contracts, negotiable instruments, riparian rights, transfers of real property, etc., simple business law with which every citizen should be equipped.

## COOKING

Two double periods per week.

The time devoted to cooking will be spent upon the actual mixing and baking of doughs and batters used in the making of bread, cakes, muffins, etc., and in the preparation and serving of meat. The splendid cooking equipment installed a year ago will be used in this work.

## SEWING.

Three periods per week.

Garments, such as aprons, undergarments, shirt waists, and dresses will be made in this sewing class. Materials used in these exercises to be furnished by the students, and the garments will be their property after completion.

## CARPENTRY.

Three periods per week.

The articles which will be recommended for choice in the woodwork class will be the milk stool, singletrees, eveners, wagon jack, wheelbarrow, hayrack, and other useful articles. One of the best tool and bench equipments owned by the schools of northwestern Minnesota will be available for the work in carpentry.

## BLACKSMITHING.

One double period per week.

The young men will be occupied in blacksmithing in making useful articles such as staples, barn-door hooks, chains, welding, repair work, work with stocks and dies, drill, etc. The board of education of Red Lake Falls installed in September a fine forge equipment with anvils, tongs, shears, drill, etc. This will be at the service of the students enrolled in the short course.

The Putnam School, at Madison, gives a two-year short course, each 14 weeks long. The course comprises agriculture, woodwork, cooking, sewing, English, arithmetic, bookkeeping, civil government, and commercial law. The outline in agriculture follows:

## FIRST-YEAR COURSE.

*Soils.*—Work on soils of this county, elements in the soil, uses of green manures, barnyard manures, effect on soil of grain farming and stock raising.

*Crops.*—Testing grain for weed seeds, germination, corn and grain judging, selection of seed.

*Forage crops.*—Alfalfa, clover, vetch, rape, cowpeas. How to eradicate weeds.

*Horticulture.*—Apples and plums—planting, grafting, propagation, protection from insects and diseases, pruning methods; strawberry and bush fruits—same outline as for apples and plums.

*Entomology.*—Sprays and spraying for the important local insects. Testing of Paris green and the other sprays for impurities.

*Animal husbandry.*—Horses, draft and roadsters—care, feeding, judging. Dairy cattle—care, feeding, judging, proper rations, dairy herd records, milk testing, testing for tuberculosis, treatment of milk fever, feeding of silage.

*Farm mechanics.*—Construction of portable hog houses and other simple buildings. Road building and the maintenance of a good road.

## SECOND-YEAR COURSE.

*Animal husbandry.*—Horses—care of foal mare, care of foal, veterinary work, unsoundness of horses, swollen shoulders, splints, corns, thoroughpin, age of horses. Hogs—feeding, ration for young pigs and fat hogs, preparing hogs for show purposes.

**Sheep**—proper houses, trimming, feeding, treatment for bloat. **Poultry**—good breeds, poultry houses, feeding. **Dairy and beef cattle**—more advanced work than in the first year.

**Rope work.**—Making of rope halters, splicing rope, tying knots.

**Cereal and forage crops.**—Proper rotations for the soil of this county. Soiling and silage crops. Advanced grain judging. Identification of weed seeds.

**Farm mechanics.**—Buildings, drainage of marsh lands, fence building, making of concrete fence posts, gas engines.

The Associated School at Spring Valley has annually, in addition to the regular short course, a junior course for the farmers and their wives. It is six days in length. Special work is arranged for (1) the farmers, (2) their wives, and (3) the rural teachers of the associated schools. Says the short course announcement:

There is no age limit; all we want is to gather together the farmers and their wives. No one will be refused instruction; but the course is especially adapted to the farmers conditions.

A man can take any two subjects, such as animal husbandry and farm crops, or he can substitute one of these with cooking or sewing. This is likewise true for the women.

In case of the teachers of the rural schools, it will be necessary that they take a different course, which will be farm crops, cooking and sewing, and in some cases animal husbandry.

No one can take one subject one day and change the next, as this will make confusion.

The daily program of work for farmers' wives illustrates well the definite character of this school for grown-ups:

#### Monday.

10 a. m. Talk on food—its use in the body—digestion—effect of cooking—preparation.

1.30 p. m. Demonstration. Eggs and milk—(a) custards—(b) omelet.

3.30 p. m. Sewing methods—fastenings—sewing on buttons—buttonholes—hooks and eyes—loops.

#### Tuesday.

9 a. m. Economy in the home—labor-saving devices.

10.30 to 12 a. m. Demonstration. Cooking starchy foods—(a) cereals—(b) use of fireless cooker—(c) making white sauce.

1 to 2.30 p. m. Demonstration. Setting the table.

2.30 to 4 p. m. Talk on home decoration.

#### Wednesday.

9 to 10.30 a. m. Talk on meat—principle of cooking.

10.30 to 12 a. m. Demonstration. Cooking the cheaper cuts.

1 to 2.30 p. m. Talk on care and feeding of little children.

#### Thursday.

9 to 10.30 a. m. Talk on home nursing.

10.30 to 12 a. m. Demonstration. Invalid cookery.

1 to 2.30 p. m. Vegetable cookery—demonstration—preparation of two or more vegetables.

2.30 to 4 p. m. Repairing—(a) stockingette darn—(b) cloth darn—(c) patching.

#### Friday.

9 to 10.30 a. m. Talk on yeasts and baking powders.

10.30 to 12 m. Demonstration. (a) Use of bread mixture—(b) white bread.

1 to 2.30 p. m. Garment seams—demonstration of corset cover.

2.30 to 4 p. m. Laundry work—removal of stains—washing linen, woolen, silks, etc.

#### Saturday.

9 to 10 a. m. Talk on preservation of foods.

## PLANS OF THE STATE SUPERVISOR OF TEACHER TRAINING IN HIGH SCHOOLS.

The objection made in the body of the bulletin, that the Minnesota teacher-training departments have not laid enough emphasis on rural leadership subjects, is now in a fair way to be removed through the effective work initiated by the newly appointed training supervisor, Miss Mabel Carney. She offers the following plans as a basis for future work of the training departments:

### I. GENERAL PLANS FOR DEVELOPMENT OF TRAINING WORK.

1. *Instructors:* Their increased preparation and efficiency.
  - a. Securing the cooperation of the State normal schools and of the college of education in establishing special rural school departments for the preparation of training teachers.
  - b. Summer-school courses at the college of agriculture.
  - c. Summer-school courses at Teachers College (Columbia University), Cornell University College of Agriculture, University of Wisconsin, and elsewhere.
  - d. Rural spirit and knowledge especially desirable for training teachers; secured while teaching, through the study of rural literature and attendance at rural meetings; also from taking special rural courses in university summer schools.
2. *Students:* A more careful selection desirable.
  - a. Only students of ability permitted to enter departments.
  - b. Supervisor and training teachers to investigate previous records of all students in departments.
3. *The course of study:*
  - a. An adjustment of the subnormal high-school course, placing some academic courses in the junior year, is recommended.
  - b. Emphasis upon definite professional courses in pedagogy, country-school management, and rural life.
  - c. Rural adaptations in subject-matter courses. (To be worked out cooperatively and published in bulletin form later.)
4. *Practice teaching:*
  - a. Brief course in observation preceding practice recommended as a protection to both children and cadets.
  - b. The management and use of country schools for observation and practice.
  - c. The abolition of the ungraded room when composed of defective children.
5. *Increased rural spirit in training departments:*
  - a. Country-life clubs or farmers' clubs in high schools, associated districts, and communities of rural training schools.
  - b. Contests among students for rural poems, country teachers' creeds, farm-life stories, essays and orations on rural subjects, etc.
  - c. Extension work.
    - (a) Talks by the training teacher in rural districts.
    - (b) The training department as a county educational center.  
Equipment for this purpose: Exhibits; photographs; stereopticons; slides at State office.  
Saturday office hours.  
Organization of alumni of the department.
6. *Relationships of training departments:*
  - a. To State normal schools—rural-school departments needed.
  - b. To the university—a rural department in the college of education.
  - c. To the county superintendents—an advisory board of three.
  - d. To city superintendents and local high-school boards—greater interest in the department and more local expenditure for its support.
7. *Quarters and equipment:*
  - a. Usual teaching materials and equipment.
  - b. Special rural features in equipment: Sand table; shelf of country-life books and bulletins; reading table of rural periodicals; rural school and country-life exhibits; rural-life pictures; blackboard quotations and decorations, etc.

**8. Assistance from the supervisor's office.**

- a. Office to serve as a bureau of information and clearing house for training teachers, superintendents, and others.
- Records kept of supervisor's visits; of students, teachers, money expended, vacancies, candidates for vacancies, etc.

General source of information on development of training work in Minnesota and other States; and on country school and rural life questions.

**b. Correspondence.**

- c. Circular letters—reporting visits and announcing recent articles, books, forthcoming plans, etc.

- d. Bulletins—containing outlines for courses, special contributions by various teachers, etc.

- e. Collection of books and bulletins recommended for use in departments. Possibly a loan library established.

- f. Photographs for exhibits at conferences and to illustrate bulletins.

- g. Slides to loan departments for class teaching and extension work.

**9. Some general principles to be emphasized.**

- a. Honesty to the State in giving value received for all money expended.

Danger of exploiting the training system for local ends.

- b. Rules of the high-school board consistently enforced.

- c. Initiative and freedom of training instructors to be preserved. Teaching constructive and contributory to the solution of the general State problem.

## II. CONSTRUCTIVE PROBLEMS FOR THE ATTACK OF TRAINING TEACHERS.

### *Problems from the course of study.*

1. Courses with reference and bibliographies in professional and rural work: (a) Elementary pedagogy or teaching process; (b) country school management; (c) rural sociology or course in country life.
2. Courses in regular subjects showing content, rural adaptations, and instruction in method of presentation: (a) Arithmetic; (b) geography; (c) history and civics; (d) composition and grammar; (e) reading (especially beginning reading); (f) physiology and rural sanitation; (g) music; (h) drawing; (i) story telling.
3. Courses in industrial subjects, showing content, rural adaptations and instruction in method of presentation; giving also lists of materials and equipment recommended: (a) Agriculture; (b) cooking; (c) sewing; (d) manual training; (e) primary handwork.
4. Practice teaching: (a) Outline of a course in observation for training departments; (b) the establishment and management of a rural training or observation school; (c) managing practice to the best advantage in the ungraded room or in city grades.
5. Card catalogue of annotated references in magazines and periodicals for department use.
6. Lists of songs, pictures, poems, and stories for rural schools, emphasizing beauty and satisfaction of country life.
7. List of fiction (novels and short stories) dealing with child life and pedagogical subjects.
8. List of rural life stories and novels.
9. List of educational helps and sources for country teachers.
10. Outline of elementary course in the study of country life for older pupils of rural schools.

### *Problems arising in the administration and management of training departments and country schools.*

11. A suggestive program of studies for the normal year, showing arrangement of the subnormal high-school course.
12. A recommended program for country schools.
13. Opening exercises for country schools; study of their influence; suggestions for; and collection of material to use.
14. A campaign for the consolidation of schools; method of procedure, literature, statistics, aids, etc.

*Problems arising from the social and community phases of country schools.*

15. Country Life Clubs—their organization and management; model constitution; sample programs; topics recommended; suggestions for the social hour, etc. Worked out in the local high school, in associated rural districts, or in the community of the observation and practice school.
16. Boys' and Girls' Clubs—encourage normal students to work with country children in conducting industrial contests (as developed by the agricultural college), corn and canning clubs, camp fire girls' groups; Y. W. C. A. organizations, etc.
17. Programs for school entertainments and special days.

*Problems relating to the country school plant and equipment.*

18. A list of furnishings and equipment for country schools, with purchasing firms and prices, and a collection of catalogues.
19. Hot-lunch equipment and recipes.
20. Plans of a model rural school building.
21. Plans for model school grounds.
22. Model school building made by normal students in manual training.
23. Sand table exhibit to display at local farmers' institutes or fair, showing miniature models of a country school building, and of school grounds, properly landscaped and equipped with model playground apparatus.

*Miscellaneous.*

24. A directory of rural progress for Minnesota.
25. Sand table exhibit of a model rural community center, showing a consolidated school, country church, cooperative industrial plant, grange hall, etc.
26. Sand table exhibit of a model farm, showing crop rotation, location, and plans of buildings, etc., for use in agriculture, arithmetic, and beginning reading.
27. Special studies of rural conditions in Minnesota, as maps and diagrams showing tenancy, depletion of rural population, land values, etc.



# SCHOOLHOUSE SANITATION

A STUDY OF THE LAWS AND REGULATIONS  
GOVERNING THE HYGIENE AND SANI-  
TATION OF SCHOOLHOUSES

By WILLIAM A. COOK

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## LETTER OF TRANSMITTAL

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, June 1, 1915.*

SIR: With the increase of population, the lengthening of the school life of children, and the consolidation of small into large schools, often with many hundreds of children in one building, the care of the health of children while in school becomes correspondingly more important. Since the health of school children depends to a large extent on the location, heating, lighting, ventilation, and other sanitary arrangements of schoolhouses, the laws of States and the regulations of boards of education relating thereto are of great interest and importance to all. I therefore recommend that the accompanying manuscript on schoolhouse sanitation, the result of a study by Mr. William A. Cook, of the University of Colorado, into laws and regulations governing the hygiene and sanitation of schoolhouses, be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

# SCHOOLHOUSE SANITATION.

## A STUDY OF THE LAWS AND REGULATIONS GOVERNING THE HYGIENE AND SANITATION OF SCHOOLHOUSES.

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### I. INTRODUCTION.

This bulletin reviews the standards that are set to-day in the different States concerning the physical environment to which the child is intrusted by compulsory attendance upon public schools. The school endeavors to instruct the child how to avoid ills of various sorts; the State, through inspection, is barring from the school those persons who may be a source of danger to others—these are facts that need not at present concern us, though they afford scope for a volume. This bulletin is confined to the hygienic provisions regarding the school site and the school plant.

There are difficulties in the way of a satisfactory treatment of this subject; some of them should be noted at the outset. The school codes of many States omit some of the laws bearing on school sanitation. These omissions can only be discovered by a careful scrutiny of the statutes. At the same time it is impossible to tell what shall be to-morrow. Various executive authorities, clothed with different degrees of power relative to control of school environment, are competent to act at any moment. State departments of education, State and local boards of health, fire marshals, factory inspectors, district police, etc., are some of the agencies charged with authority to make and enforce regulations carrying all the weight of statutory law. The courts, on the other hand, are competent to review these laws and rulings, and have already in several of the States handed down important decisions bearing upon school hygiene.

Increased facilities for communication and the similarity in ideals of the people of the different States have occasioned gigantic strides in the last few years in the legal and administrative control of school hygiene. Probably nine-tenths of the existing regulation of this sort has come within the last decade. The movement continues largely by a process of imitation and adaptation. Each State profits by the experience of 47 others. A law passed in one extreme of the country to-day is copied next month or next year by a State two or three thousand miles distant.

As a consequence of the way laws accumulate and administrative authority is exercised, there will be noted some contradictions and

many duplications in law, much of vagueness in administrative regulations, and some conflict in administrative authority. The last is by far the most serious difficulty. It is due for the most part either to reluctance on the part of legislatures to delegate power and provide penalties, or to the fact that the administrative officer is dependent for his reelection upon a more or less temporary popularity.

Illustrations will make this plainer. The superintendent of public instruction<sup>1</sup> in one State writes: "While the law requires that the plans (of all school buildings) be approved, the methods of enforcing such approval are rather meager." Reference to the State law reveals that there is no penalty whatever for violations. The State superintendent of Utah complains that the law establishing a State schoolhouse commission for the approval of building plans in that State is not effective because no appropriation has been made to meet the expenses of the inspection necessary to satisfy the commission that the plans and specifications are executed as approved.<sup>2</sup> By authorization of law the department of public instruction in a certain State has established requirements for ventilating rural schools that expect a bonus from the State. Additional recommendation and discussion of ways and means are embodied in a circular issued to school officials. With a view to discovering how much was recommendation and how much requirement, a blank entitled "County Superintendent's Inspection Report" was secured, and upon it were noted such replies to the various queries as a leading official of the State Department felt would constitute the minimum for the granting of the bonus. The circular of the State Department says that "the chimney built for the outlet must be at least 16 by 16 or 12 by 24 inside measurement"; yet a favorable report is made on applications giving 12 by 12 as the inside measurement. The fresh-air intake "should be at least 14 inches in diameter," but in practice 12 inches is accepted, with a foul-air outlet of equal size, though the State circular reads: "The foul-air outlet must be larger than the fresh-air intake." Complaint was made unofficially by a member of this department that county superintendents are too dependent upon local good will to be ideal inspectors. They are disposed, in some instances, to get as much money as possible for their schools regardless of conditions.

It is neither possible nor desirable in the following pages to introduce the multiform difficulties and uncertainties that the subject offers. It will be necessary to be liberal in recognizing recommendations as requirements. The State requirements are presented in the language of the original as nearly as terseness and exactness permit; requirements set up by smaller administrative units have

<sup>1</sup> For convenience the term "State superintendent" will hereafter be used in referring to the chief educational officer of any State not having a commissioner.

<sup>2</sup> Ninth Rep. Supt. Pub. Instr., Utah (advance sheets), pp. 13-14.

been disregarded and attention focused mainly on the provisions of the different States.

Facts germane to this subject might be presented in a variety of arrangements. All data might be arranged geographically, showing first what are the regulations regarding school hygiene in Alabama, then in Arizona, then in Arkansas, etc. Such a procedure would be of some interest and merit from its possibility of holding up to scorn certain States and adding new laurels to the already widely heralded prestige of others. The data, on the other hand, might be arranged to show whether, in the establishment of standards, reliance is placed upon law or upon administrative agents. However, the fundamental interest of the educational public is in the standards of school hygiene, not where they obtain or by whom promulgated. For this reason the entire subject has been divided into a number of general topics, and under these the States are considered in alphabetical order.

An arbitrary scheme of notation has been employed in the table covering these topics. While such a presentation involves some disadvantages, in no other way can so much of detail and yet so correct a general impression be caught at a single glance.

1. Regulating authority:

Statutory (legislative enactments)=L.

Judicial (decisions in common or statute law)=J.

Administrative (rules of State departments of education, health, etc.)=X.

2. Enforcing authority:

Educational—

State=A.

County=B.

Town=C.

District=D.

Health—

State=A'.

County=B'.

Local=C'.

Fire or factory inspectors, etc.—

State=A''.

Local=C''.

3. Character of regulation:

Mandatory=m.

Permissive=p.

Encouraged by financial aid=e.

4. Extent of application:

State wide=a.

Outside certain classes of cities=b.

Consolidated district only=c.

Rural districts only=d.

After each table appears a brief discussion of the facts of the table, including certain supplementary material that does not lend itself to the tabular form. Before reaching a conclusion as to any given regulation, the reader should consult the discussion as well as the table.

## II. GENERAL CONTROL EXERCISED BY THE STATE.

By lodging with the several administrative officials powers of advice, approval of plans and equipment for school buildings, inspection and even condemnation of plants in operation, the State has made large extensions of its control over school environment. Advice is hardly a form of control; nevertheless, it constitutes the entering wedge of something more effective. Moreover, the function of advice is greatly strengthened when it is made legal, because the same act of the legislature that authorizes advice often sets aside a sum for the performance of the work. Table 1 summarizes the general situation regarding powers of advice, approval, inspection, and condemnation or correction.

Forty of the States have taken some legal action to limit the local officials regarding hygienic precautions in erecting school buildings. The States that appear not to have taken legal steps in this direction are Arizona, Colorado, Georgia, Illinois, Missouri, Nebraska, New Mexico, and Tennessee. It does not follow that the State departments of education in these eight States are indifferent or even inactive with regard to the condition of schoolhouses. Through annual reports, circulars, and pamphlets, and the granting of certificates or commissions to "model schools," etc., all possible moral suasion is put into play.

TABLE 1.—*General control exercised by the State without definite standards.*

[For explanation of symbols, see p. 7.]

States and references. <sup>1</sup>	Advice.	Approval.	Inspection.	Inspection combined with condemnation (or correction).
Alabama: School Laws, p. 114.....	.....	LAed.....	.....	.....
Arkansas: Acts of 1911, No. 472.....	.....	.....	.....	LA'pa.
California: School Law, subdivision 11, sec. 1543; also sec. 1546.	.....	LBmb.....	.....	LBpb.
Connecticut: Rev. Stat. of 1888, sec. 2185. Laws Relating to Schools, sec. 249.	.....	LCma.....	.....	.....
Delaware: Laws of Delaware, ch. 327, vol. 22; School Laws, p. 10.	.....	.....	LA'pa.....	LBpe.
Florida: Gen. Stat., sec. 1120; Acts of 1909, ch. 5931.	.....	.....	.....	LA'pa.
Idaho: Rule State Bd. of Ed., Handbook of Inf. for Trustees, p. 45; School Laws, p. 5; Laws of 1909, House Bill, No. 171; Rules State Bd. of Health.	.....	XAma.....	LAp; LB'ma.....	XA'B'C'pa.
Indiana: Burns' Annotated Statutes, Revision of 1908, sec. 7594; Reps. State Bd. of Health, various years; Blue v. Beach, 155 Ind. 121.	.....	.....	LA'pa Jpa.....	XA'pa.
Iowa: School Laws, p. 65; Fifteenth Bien. Rep. State Bd. of Health, p. 39; Code of Iowa, sec. 2568.	.....	LBma.....	XC'ma.....	LC'pa.

<sup>1</sup> Where it has been necessary to give more than one reference under a State, the citations are arranged very nearly as they give the data of the columns following from left to right.

Interpret according to the scheme laid out on pp. 5-6 preceding, by reading, for example: In Alabama, the State education department must approve plans for rural districts before State aid can be extended; or again, in Louisiana, plans for all new schoolhouses must, according to a rule of the State board of health, be approved by the State education authority and the parish (county) education and health officials. The law also gives power to the State health authorities of Louisiana to inspect all schoolhouses.

TABLE 1.—General control exercised by the State without definite standards.—Continued.

States and references.	Advice.	Approval.	Inspection.	Inspection combined with condemnation (or correction).
Kansas: Laws Relating to Schools, p. 90.	.....	L (State architect) ma.	.....	.....
Kentucky: Rule State Bd. of Health, Rep. State Bd. of Health, 1908-9, p. 194; School Laws, pp. 19, 25.	.....	.....	.....	XC'ma; LBma.
Louisiana: Rule State Bd. of Health; School Laws, p. 124; Rev. Stat., sec. 3063.	.....	XA'ABB'ma.	LA'pa.	.....
Maine: Laws of 1909, ch. 88.	LApa	LAA'ma.	.....	.....
Maryland: School Laws, pp. 21, 46.	.....	LBmb.	.....	.....
Massachusetts: Acts of 1913, ch. 655; Laws Relating to Pub. Instr., pp. 114-118.	.....	LA'ma.	L (medical inspectors) ma; LA'pa.	LA'pa.
Michigan: School Laws, p. 177; Rule State Bd. of Health, Public Health, Jan.-Mar., 1910, p. 47; Laws of 1911, No. 255.	.....	.....	.....	LA'pa; XA'ma (county truant officer) pa.
Minnesota: State Health Laws and Reg., May 1, 1912; Bul. No. 40, Dept. Pub. Instr.; Rev. Laws of 1905, sec. 2131; Gen. Stat. 1913, sec. 2874, 2901, 4640 (6); Rules, Dept. of Ed., 1915, Bull. 66.	.....	LXAmac; XA.	.....	LApa.
Mississippi: Code of 1906, sec. 2513-2514; School Laws, 1914.	.....	.....	LA'ma.	.....
Montana: Laws of 1913; Rev. Code, 1907, sec. 1453; Rule State Bd. of Health.	LA'md.	LAA'ma.	.....	LXC'ma.
Nevada: School Code, p. 26.	.....	LAm.	.....	.....
New Hampshire: Pub. Stat. in force Jan. 1, 1901, p. 338.	.....	.....	.....	LC'pa.
New Jersey: School Laws, pp. 72-73, 195.	LAm.	LAm.	X (medical inspectors) ma.	.....
New York: Education Law, secs. 451-453, pp. 102-103.	.....	LAm.	.....	LBpb.
North Carolina: School Laws, pp. 56, 102.	.....	LABma.	.....	LBma.
North Dakota: School Laws, pp. 30, 103, 104, 105; Laws of 1913, ch. 6 and 263, House Bill, No. 378.	LABB'ma.	LAeb; LAm.	.....	LABB'ma.
Ohio: State Bldg. Code of 1911; Code of 1910, sec. 4424; Laws of 1910, pp. 395-397.	.....	LA'B'C'A''C''ma.	.....	L (State inspectors of plumbing) C'pa.
Oklahoma: Rev. Laws, sec. 6788.	.....	.....	.....	LA'ma.
Oregon: General Laws, sec. 3999.	.....	LBmb.	.....	.....
Pennsylvania: School Code, pp. 42, 52-53; Act of Apr. 27, 1906.	LAm.	LAm.	.....	LA'pa; LAea.
Rhode Island: Laws of 1911, ch. 725.	.....	LAm.	.....	.....
South Carolina: School Law, pp. 26-27, 40-41, 63; Acts of 1912, No. 419.	.....	LABea.	.....	LA'pa.
South Dakota: School Law, secs. 32, 237.	.....	LAm.	.....	LBpa.
Texas: Law effective July 1, 1913; Rev. Civil Stat., arts. 2756, 4529.	LAm.	LBdma.	LA'pa.	.....
Utah: School Law, pp. 29-30; Compiled Laws, 1907, sec. 174, 1104x-1104x3, 1113x18-1113x20.	.....	LAA'mb.	.....	LA'C'pa.
Vermont: Pub. Stat., sec. 1513, 1516-1518.	LA'm.	LA'ma.	LA'ma.	LA'pa.
Virginia: School Laws, pp. 42-43, 44.	.....	LBma.	.....	LBpe; LA'pa.
Washington: School Laws, pp. 33, 51, 61, 69; Codes and Statutes, sec. 4532.	.....	LBmb.	.....	.....
West Virginia: School Law, pp. 14, 43, 63; Code, secs. 2060, 2061.	L (medical inspector) pa.	LBma.	LBma.	.....
Wisconsin: Laws relating to schools, pp. 89-91, 142, 229-230, 230-231; Laws of 1901, ch. 225; Laws of 1913, ch. 30.	LAm.	LBma; LAe.	LC'ma.	LABea.
Wyoming: Compiled Stat., 1910, sec. 2941.	.....	.....	.....	Lma.

## A. ADVICE.

All of the States that have empowered officials outside of the district to give advice have backed up this advisory authority with stronger prerogatives. In one State the advisory work is shared by the county superintendent; in one by the local medical inspector; in one by the county superintendent of health; in two by the State board of health; in six by the State education department, i. e., by the State superintendent or commissioner of education or by the State board of education. In Montana advice is given to rural districts only. In Vermont the State board of health advises with municipal officers regarding the construction, heating, ventilation, and sanitary arrangements of public buildings, construed as including public school buildings. In certain other States advice is given to districts of all classes. The advice, except in Vermont, West Virginia, and possibly Texas, consists in the preparation of plans for buildings and the loan of the plans to districts desiring them. In Maine, New Jersey, Pennsylvania, and Wisconsin specifications are prepared and lent. In three of the States that prepare plans the State superintendent may furnish the necessary details for large as well as small buildings, but in Maine and Wisconsin a four-room structure is the limit, while in North Dakota the superintendent has no authority to go beyond two rooms. The duty of giving advice is usually mandatory with the officials upon whom it is conferred, but in Maine the law is evidently permissive, since the State superintendent sets forth no standards and in a recent letter speaks only of approval. In West Virginia the local medical inspector, "when requested by the board of education," shall assist in formulating rules of procedure on matters pertaining to the lighting, heating, ventilating, and sanitation of the school buildings. It is evident that the purpose of advice is the protection of smaller and poorer districts against their own ignorance or the exploitation of persons from without.

## B. APPROVAL.

*Classes of officials utilized.*—The power of approval of plans is a species of control more generally exercised and more potent in effects than the power of advice. Table 1 shows that the power of approval has been practically taken from the lay authorities in at least 30 States. The function of advice is exercised in all cases directly under *legal* warrant, but in 3 out of 30 States the power of approval finds its authority specifically in the administrative ruling of the State board of health or of the State board of education. Approval, like advice, comes most frequently from the hands of education officials. In 21 out of 30 cases these officials are the sole authority in approval; in 1 case the health authority acts alone; in 1 case the State archi-

tect; in still another a supervisor of plans in the building inspection department of the district police; in 5 cases health and education officials cooperate; and in 1 case, (Ohio), the health officials share their responsibility with several others.

*Degree of centralization.*—So far as the health authorities are concerned, it is nearly always the State boards of health that have jurisdiction, local boards working under their direction. With the education officers the tendency toward centralization is not so marked. Of the 21 States where the education officers act alone, in 9 the State department of education is in full charge; in 7 the county superintendent, county school commissioners, or county board of education approves. In the 5 others, State, county, town, and district officers are variously combined. In North Carolina the State superintendent has the power of initial approval, but before the building can be paid for it must be inspected and approved by the county superintendent. In South Carolina both the State and county boards of education must approve plans before aid can be received from the county schoolhouse fund. In Maine and Montana the State superintendent and the State board of health cooperate under certain conditions. In Maine both must approve plans if other than those prepared by the State department are used. In Montana there is cooperation except in districts of the first class, i. e., those containing the larger cities. In these districts the board of health may act alone. In Texas county superintendents approve plans in common school districts and in independent districts having fewer than 150 scholastics, while local superintendents approve in others. In Louisiana three officers—the State superintendent, the parish superintendent, and the parish health officer—must approve all plans as to hygienic requirements. In Minnesota all matters relating to schoolhouse sanitation were transferred in 1913 from the State board of health to the State department of education, and definite powers lodged in the State superintendent of education. West Virginia's new law (1915) creates a State department of health, with greatly enlarged powers including a public health council which will have direct oversight of State sanitation, etc.

*The Ohio State building code.*—While Ohio's State building code of 1911 is a most exhaustive piece of legislation, it is not retroactive in any of its features. It does not mention condemnation of existing buildings, and in this respect is below the standard of many other States. Further; it does not provide for legal approval or advice, but it does charge specific officials, State and local, with the enforcement of specific requirements of the code, e. g., the State fire marshal or municipal fire chiefs enforce all provisions relative to fire prevention; building inspectors or officials, State or local, have similar responsibility touching heat and ventilation, while health officials,

State or local, look after sanitary plumbing. It will be noted that there is possible division in responsibility on the one hand or friction in authority on the other. Both those who have control of school buildings and those engaging or assisting in the construction, alteration, or repair of such buildings are under heavy penalties.

Title 3, Part 2, of the Ohio Code deals with school buildings only, but so defines the term as to include libraries, museums, and art galleries; or, as the law states, "all buildings or structures containing one or more rooms used for the assembling of persons for the purpose of acquiring knowledge or for mental training." (Sec. 1.) School buildings are considered, however, under two classes or grades, grade A applying to "all rooms or buildings used for school purposes by pupils or students 18 years old or less." When Ohio requirements are subsequently referred to, grade A alone is meant.

It is unnecessary to reproduce all the detail of the code itself in defining its standard requirements.<sup>1</sup> Many of the precautions are less hygienic than practical in their bearing, and are designed to guard against future trouble and expense. They are, moreover, often too technical to be understood except by an architect or mechanic.

*Territorial extent of power of approval.*—The extent to which approval of plans may go territorially varies widely. In a majority of the States this approval applies to all districts, but several exceptions must be noted. In California incorporated cities with boards of education are autonomous in this particular; in Maryland the city of Baltimore governs this matter for itself; in New York the cities of the first and second classes are exempt from interference; in Pennsylvania cities of the first class. In Utah the exemption applies to cities over 5,000, but the State superintendent believes that the larger cities should be brought under the operation of the law.<sup>2</sup> In Oregon and Washington only districts of the third class, i. e., the most sparsely populated districts, need wait for approval.

*The premium placed by State aid.*—In Alabama, State aid toward building rural schools is conditioned on approval of plans by the State superintendent. In Minnesota all plans of school buildings must have the approval of the superintendent of education, and the statutes provide that consolidated schools may receive building aid up to one-fourth the cost of the building, but not exceeding \$2,000. The annual aid received by all classes of schools is also made contingent upon attaining certain definite standards with respect to buildings, mechanical equipment, furniture and apparatus. In South Carolina all schools are eligible to aid on a building project up to \$300 if the plans are approved. The scale of aid is \$50 for

<sup>1</sup> Given in Bu. of Ed. Bull., 1913, No. 52, "Sanitary Schoolhouses. Legal requirements in Indiana and Ohio." Washington, Government Printing Office, price 5 cents.

<sup>2</sup> Ninth Report of Supt. Pub. Instr., Utah (advance sheets), pp. 13-14.

each \$100 raised by the district itself. High schools and rural schools continue to enjoy State aid if conducted in a comfortable and sanitary building. In Wisconsin and North Dakota a second and higher scale of requirement is prescribed for schools that expect State aid. This bounty in North Dakota may run as high as \$600 annually for "a suitable building, properly lighted, heated, and ventilated." The State superintendent, by virtue of a previous similar law, issued a pamphlet<sup>1</sup> setting forth standards to be maintained in passing upon requests for aid, but the new authority is the State board of education. Exercise of the function of approval is mandatory in every case except the four or five where aid is used as a lever.

*Approval of equipment.*—Approval applies to school buildings in all the 30 States and to equipment in 3. In Maryland every schoolhouse must be built "and furnished" according to plans and drawings issued from the office of the county school commissioners. In Michigan, "(1) before any schoolhouse or addition can be erected by a district, plans and specifications of the same must be submitted for approval to the superintendent of public instruction; (2) the superintendent of public instruction shall have authority to inspect and condemn schoolhouses that are not in a safe and sanitary condition." In Washington the county superintendent's consent must be obtained before a third-class district can purchase any maps, charts, or apparatus.

*Approval of repairs and alterations.*—So far as the buildings themselves are concerned, new structures, and sometimes the alteration of old ones, come within the province of the law. In Montana an expense of over \$500 in enlargement or repairs calls for the same formalities as an entirely new building. In New York the same limit, \$500, is placed on all districts outside of cities of the first and second classes, unless the approval of the commissioner of education is secured. The New Jersey law prescribes that "no public school or part thereof shall be erected until approval is given." Texas has met the difficulty and largely solved it through the power of the county superintendent to approve all vouchers drawn against the school fund of the county.

*Exceptions for certain types of buildings.*—In several States exceptions to the law concerning approval of plans are made for certain sorts of buildings. In Alabama the law affects only rural schools; in Kansas only those over one story high; in Texas only buildings costing over \$400; in Utah only buildings costing over \$1,000; in Wisconsin only buildings of four rooms or less.

*Weaknesses in the power of approval.*—The column headed "Approval" in Table 1 should be taken with some reservation. Besides

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<sup>1</sup> State Aid to Consolidated, Graded, and Rural Schools.

weaknesses previously noted in the enactments and executive machinery of some of the 30 States, there is a question as to whether Pennsylvania, Rhode Island, and Connecticut should be listed at all. The Pennsylvania statute provides that in certain districts no contract can be made for a building until "plans and specifications have been submitted to the State board of education, and any recommendations concerning the same by the State board of education have been laid before the board of school directors." The law appears to be advisory; but in justice it should be said that succeeding sections lay down some very definite standards. The Rhode Island statute directs that the State board of education shall approve standards of lighting, heating, ventilating, seating, and other sanitary arrangements in schools and communicate the same to school committees. This, too, seems to be merely advisory. The approving authority in Connecticut lies with the board of school visitors, a lay body. Very few of the States have established penalties for the violation of this sort of statute, though in nearly all it would probably be possible to reach offenders on some such general charge as malfeasance or misappropriation.

*An indirect advantage.*—Provisions for approval naturally lead to the extension of the function of advice. The authorities in whom power of approval is vested have in at least four cases discovered the economy of issuing model plans, specifications, or building codes for the guidance of architects and school boards. The Massachusetts inspector of buildings has prepared a sheet setting forth certain requirements in heating and ventilation of schools that must be complied with before plans can be approved; and the State board of education in New Jersey has adopted a fairly comprehensive building code. The State superintendent of North Carolina has issued pamphlets containing plans that will be accepted as satisfactory, and the State board of South Carolina has acted similarly.

#### C. INSPECTION.

Under the column headed "Inspection," in Table 1, have been grouped those arrangements for inspection of hygienic conditions where there is no delegated power to order correction. Since this duty in the 12 States represented has been placed almost entirely with health officials, another common function of health boards has been included under "inspection," viz, the right to frame sanitary codes. The power to frame and enforce sanitary codes has been placed in the last column of Table 1. The duty of inspection is mandatory in the case of Idaho, Iowa, Massachusetts, New Jersey, West Virginia, and Wisconsin, and is in the hands of county or other local officers. In Massachusetts State health officers also may inspect schools. The power to frame sanitary codes is optional and is lodged with the State health authorities in Delaware, Indiana, Louisiana, and Texas.

In Mississippi the State board of health *shall* prepare a general sanitary code; in Vermont it *shall* issue to local boards of health its rules regarding lighting, heating, and ventilation of school buildings and cause schoolhouses to be inspected in these particulars.

While these arrangements seem to be purely advisory in some States, in others public sentiment and the courts have given them considerable significance. In several States the State board of health has become *the* force in the hygienic improvement of schools. Such is notably the case in Delaware, Louisiana, Indiana, and Vermont. This has not been accomplished, however, without a struggle. The judicial trend is well summed up by the supreme court of Indiana in the case of *Blue v. Beach et al.* (155 Ind., 121). The following is the language of the court: "When these boards adopt rules and by-laws, by virtue of legislative authority, such rules and by-laws \* \* \* have the force and effect of a law of the legislature."

Again:

The powers conferred upon them by the legislature, in view of the great public interests confided to them, have always received from the courts a liberal construction, and the right of the legislature to confer upon them the power to make reasonable rules, by-laws, and regulations is generally recognized by the authorities.

#### D. INSPECTION AND CONDEMNATION (OR CORRECTION).

*Strong and weak types of laws.*—As the power to approve stands above the power to advise concerning new buildings, so the right to condemn or correct stands above the right to inspect old buildings. A little over half the States of the country have taken some sort of action to compel remedial measures where they are needed. The laws looking to this end are of all degrees of completeness and stringency. An illustration of the weaker type is that of Wyoming. It says in effect that managers of all public places and institutions, schools specified among others, shall remedy the sanitary defects called to their attention. Presumably the health authorities are the ones to call attention to defects. There are no penalties; no enforcing authority.<sup>1</sup>

At the other extreme, perhaps, stands Wisconsin, handling the situation through education officials. The law reads: "The inspector of rural schools, the inspector of State graded schools, and the inspector of high schools of the State \* \* \* are hereby made inspectors of public school buildings," under the direction of the State superintendent. Any school official, member of board of health, or even voter of a school district may complain in writing to the State superintendent

<sup>1</sup> In Wyoming the State superintendent, "realizing the weakness of the laws regulating type of school building, has issued general circular letters to trustees and personal letters to all the school boards contemplating the erection of new buildings, offering help in drafting plans. The State department of education publishes illustrated bulletins for circulation, giving specific suggestions in regard to school buildings standard for rural and village schools of one or more rooms." (Letter from State board of health, May 15, 1915.)

of the insanitary condition of his local school or its actual imperilment of life or limb of attendants. Upon receipt of such complaint the State department shall assign one of the inspectors mentioned above to make a personal inspection. The inspector shall report to the officials in charge of said school, ordering the repairs that in his judgment are necessary, or stating that the building should be replaced by a new one. A copy of the report is also to be filed with the State superintendent, to whom an appeal may be made by the district officials concerned. Unless the order of the inspector is complied with in the specified time or is reversed by the State superintendent, the district in question shall forfeit its entire share of the general seven-tenths mill tax of the State for school purposes. Or the county superintendent may condemn any schoolhouse, the offending district to lose its share of the school fund income until conditions are made satisfactory. The State superintendent, however, may on appeal review and reverse the decision of the county superintendent. The county superintendent may also direct district boards to make any repairs or alterations which, in his opinion, are necessary to health, comfort, or progress of the pupils, provided that the cost of the same does not exceed \$25. The Wisconsin law has resulted in the condemnation of a number of buildings.

*Combinations of authority.*—There are few combinations of authority in the matter of inspection and condemnation. In Kentucky, Michigan, North Dakota, Pennsylvania, and Virginia both health and education authorities have power, but they act independently, except in North Dakota, where a complicated system is in operation. A law of 1913 in that State reads that the county superintendent of health shall enforce cleanliness in the schools and inspect overcrowded, poorly ventilated, and insanitary schoolhouses. Another law of the same year directs that when the county superintendent reports to the county board of health that any schoolhouse or outbuilding is unsafe or insanitary, the county board of health shall at once investigate and direct the school board to take such action as may be necessary. Another law empowers the State superintendent by his deputy to require any improvement in the sanitary or ventilating arrangements of the school building unless it entails unreasonable expense. Aggrieved parties may, however, appeal within 30 days to the local health officers, whose decision shall be final. In 5 States education officers alone have power to act, and in 13 health officials are supreme.

*Degree of centralization.*—Of the 5 States where education officers are in control of school health conditions, only 1, Wisconsin, gives the State education officers any voice; in the others control is vested in the county superintendent or a similar officer. Among health authorities the State boards exercise the primary influence, and local representatives work under their direction.

*Sanitary codes.*—Plenary power conferred upon State boards of health to make and enforce sanitary codes is no longer an uncommon thing. Thus the Minnesota State Board of Health may adopt and enforce regulations, which when approved by the attorney general and published have the force of law. Among the general subjects on which it may rule are “the construction and equipment in respect to sanitary conditions of schools \* \* \* and other public institutions.” Under this authorization numerous rules have been adopted regarding schools, and the State has found it necessary to enact but little specific legislation. In New York State district superintendents may condemn schoolhouses which in their opinion are “wholly unfit for use and not worth repairing.” When an order is made, the district is required to vote an appropriation for a new building costing not less by 25 per cent than the amount specified in the order of the district superintendent. Such order is subject to review by the commissioner of education. The district superintendent may also order repairs and alterations to an amount not exceeding \$200 in any one year.

*Results in Indiana.*—From the side of tangible results the Indiana State Board of Health has made an enviable record, and has merited the vote of confidence that was expressed in making it the executive authority of the sanitary schoolhouse law of 1911. Gathering encouragement from the pronouncement of the State supreme court in *Blue v. Beach* in 1900,<sup>1</sup> the board began a series of inspections which resulted in cases for condemnation coming before most of the quarterly meetings. A study of annual reports gives the following data, the extensions representing additional allowance of time to districts where buildings had been condemned:

*Results of work of Indiana State Board of Health.*

Years.	Condemna- tions.	Extensions.
1903	5	0 -
1904	7	1
1905	4	1
1906	16	0
1907	31	3
1908	32	3
1909	33	8
1910	38	3

*Frequency of inspection.*—The frequency of the inspections is usually left to the discretion of the inspectors. In Montana, however, a rule of the State board of health commands the local health officer to inspect every school in his district once “each school term” and to close it until any insanitary condition is abated. The county superintendent of health in North Carolina during the summer

months must make an examination of the sanitary conditions of every public school, and he may prohibit the resumption of work by withholding his certificate of approval.

*Limitations of power to order corrections.*—Power to order repairs is limited in several of the States. The Massachusetts inspector of buildings and the State superintendent of North Dakota are forbidden to make an order entailing unreasonable expense. In New York the district superintendent, an official corresponding closely to the county superintendent in other sections, may condemn entire buildings, but he can not direct repairs that will cost a school over \$200 per year. His jurisdiction covers only districts of less than 5,000 inhabitants. In Vermont the State board of health is limit by the law of 1915 to 20 per cent of the grand list (1 per cent of valuation). The county superintendent in South Dakota is held to an expenditure of \$50 per year, and the county superintendent in Wisconsin, as previously noted, may not expend more than \$25. In Michigan the authority of the county truant officer reaches only the inspection and correction of defects in out-buildings, and a rule of the State board of health applies merely to the school surroundings; but the factory inspectors may condemn all school buildings that they consider liable to collapse or that endanger life. The latter statute is, of course, insufficient so far as ordinary sanitation is concerned.

*Penalties.*—Penalties vary widely in their severity and nature. In Delaware, Pennsylvania, Virginia, and Wisconsin the district is made to suffer by losing its share in the apportionment of State or county school funds. In North Dakota a fine of \$100 to \$1,000 may be imposed, and two other States place a lower figure. In Ohio the penalty is definitely personal; the official may be fined or imprisoned, or both.

*Comprehensiveness of the Kentucky statute.*—The Kentucky law is noteworthy in that it provides that the county superintendent—

shall condemn any schoolhouse which is dilapidated, unhealthy, or otherwise unfit to be occupied for the purpose of a common school, and any fence or other inclosure of a schoolhouse, when such inclosure is for any reason insufficient for the protection of the house or ground. He shall condemn all school furniture or apparatus, insufficient in quantity, or not of the required character, order the same replaced with the proper furniture or apparatus—

and notify the trustees of his decision. These large powers are backed by authority to suspend or remove any trustee for neglect of duty.

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### III. THE SCHOOL SITE.

Factors affecting the school site and its surroundings are set forth in Table 2. Provision for playgrounds is included also, together with facts that affect the accessibility of the school to its pupils. Accessi-

bility is governed mainly by provision for transportation and by size of district. The former has been included only often enough to show the trend in opinion as to how far a child ought to walk; the latter has not been regarded, since many of the boards have the right to establish as many schools in the district as they deem proper.

In general it may be said that all directions in this section are mandatory, except that a few States allow option with regard to transportation. Furthermore, some latitude is allowed district boards between the maximum and minimum requirements as to size of school site. Nearly all the provisions are State wide in their application, and there is a tendency to make the provisions of the act apply also to private and parochial schools. The term "private" or "parochial" is found in the statutes of Florida, Massachusetts, Rhode Island, South Dakota, Tennessee, Vermont, and Wisconsin. The Massachusetts law defines a schoolhouse as "any building or part thereof in which public or private instruction is afforded to more than 10 pupils at one time." Other States use the word "school" in a general way and do not specify its character. The names of 36 States appear in the table, 8 in the regulation of miscellaneous matters with reference to school site, 18 with reference to the proximity of various nuisances, 18 with reference to availability of site through transportation or other devices, and at least 25 with reference to size of school site.

TABLE 2.—*The school site.*<sup>1</sup>

States.	References.	Prox- imity of nuisances.	Availa- bility of site.	Size of site.	Miscel- laneous.
Alabama.....	School Laws, p. 114.....	.....	.....	×	.....
Arkansas.....	Digest of Stat. (1905), sec. 5129; acts of 1906; acts of 1913.....	×	.....	.....	×
Colorado.....	School Laws, p. 193.....	.....	×	.....	.....
Connecticut.....	Laws of 1907, ch. 200 (81 Conn., 276); acts of 1911, ch. 173; Gen. Stat., sec. 4070, 4114; acts of 1913.....	×	×	×	×
Delaware.....	Sixteenth Bien. Rep. State Bd. of Health (1908-1910), p. 72; School Laws, p. 26.....	×	.....	×	.....
Florida.....	School Laws, pp. 17, 49, 118.....	×	×	×	.....
Indiana.....	School Law, pp. 134, 150, 188, 201. U. S. Bu. of Ed. Bull., 1913, No. 52, p. 10; acts of 1913.....	×	×	×	×
Illinois.....	Acts of 1913.....	.....	.....	.....	×
Iowa.....	School Laws, pp. 61, 66, 103, 107, 130, 267, 312, 323; acts of 1913, ch. 193.....	×	×	×	×
Kansas.....	School Laws, pp. 66, 74, 84, 175.....	.....	×	×	.....
Kentucky.....	School Laws, p. 56; Stat., 1909, sec. 4439; School Laws, 1914, p. 5.....	×	×	×	×
Louisiana.....	Const. and Rev. Laws, 1904, p. 397; amend- ments to same, 1904-1908, p. 146; School Laws, pp. 59, 126-127.....	×	.....	×	×
Maine.....	Laws of 1909, ch. 148; School Laws, pp. 4-5.....	.....	×	×	.....
Maryland.....	Laws of 1912, ch. 532; School Laws, 1914.....	.....	.....	×	×
Massachusetts.....	Acts of 1906, ch. 104; Rev. Laws, 1902, ch. 25, sec. 47; acts of 1908, ch. 513; acts of 1910, ch. 508; acts of 1913, ch. 655, sec. 15, 40, 41.....	×	.....	×	.....
Minnesota.....	Rev. Laws, 1906, sec. 1533; State Health Laws and Regulations, p. 52; acts of 1913, chs. 415, 507; Gen. Stat. 1913, sec. 2874; Rules of Dept. of Ed., 1915, Bull. 66.....	×	×	×	×

<sup>1</sup>So great a diversity exists in the provisions of this table that it has been deemed unwise to attempt to show by it anything as to the character of the regulation itself. "×" signifies some sort of regulation, and the column headed "References" gives all sources of information for this section.

TABLE 2.—*The school site*—Continued.

States.	References.	Prox- imity of nuisances.	Availa- bility of site.	Size of site.	Miscel- laneous.
Mississippi.	Laws of 1910, ch. 124.		x		
Missouri.	Laws of 1911, Senate bill 403; Laws of 1913, Senate bill 241.		x		
Montana.	Laws of 1913.		x		
Nebraska.	School Laws, pp. 87, 88.			x	
Nevada.	School Code, p. 66; Rev. Laws, 1912, sec. 6534; 119 Pacific, 770.	x			
New Hampshire.	School Laws, pp. 30, 34-35; Fogg v. Bd. of Ed. of Littleton (not yet in printed court reports); Laws of 1911, ch. 46.	x	x	x	x
New York.	Liquor Tax Law, sec. 23, subd. 2.	x			
North Carolina.	School Law, p. 69.			x	
North Dakota.	Laws of 1913, chs. 265, 267.		x		
Ohio.	Laws of 1910; House bills 264, 482; School Laws of 1914; Senate bill 9.		x	x	x
Oklahoma.	Law of Mar. 20, 1911.			x	
Oregon.	Lord's Oregon Laws, sec. 2133.	x			
Pennsylvania.	Law of Apr. 13, 1911; School Code, p. 39.		x	x	
Rhode Island.	Laws Relating to Education, pp. 36, 78.	x			
South Dakota.	School Laws, secs. 122, 123; Laws of 1911, ch. 141; Bien. Rep. State Supt., 1910-12, p. 151.	x	x	x	
Tennessee.	Annotated Code, 1896, secs. 6795-96; acts of 1912.	x			x
Texas.	School Laws, pp. 92, 93.				x
Vermont.	Pub. Stat., 1906, sec. 5122; Regulations State Bd. of Health.	x	x	x	x
Virginia.	School Laws, pp. 42, 139; Laws of 1910, ch. 264; Laws of 1914, ch. 166.			x	x
Washington.	Codes and Stat., sec. 4425, 4492; State v. Sup. Ct. Chelan Co.			x	x
West Virginia.	State v. Bd. Ed., Clarksburg, Se. Dist.				x
Wisconsin.	Supplement to Stat., 1899-1908, sec. 1548; School Laws, pp. 173, 175, 256; Laws of 1909, ch. 318; acts of 1913.	x	x	x	x

*Proximity of nuisances.*—The desire to protect schools against nuisances in the neighborhood has most often expressed itself in laws removing liquor-selling to a distance. The creation of a "dry" zone around schools has become linked with a consideration of other nuisances in only two States. In Iowa no bills, posters, or other advertising matter of liquor and tobacco shall be distributed, posted, or circulated within 400 feet of premises used for school purposes. In Louisiana many special laws have been passed removing gambling and liquor-selling from 3 to 8 miles from schools, but the schools affected are chiefly high schools and higher institutions.

The breadth of the dry zone depends principally upon whether urban or rural territory is involved. Three States—Minnesota, Tennessee, and Florida—deal with this matter only outside incorporated towns and cities. Minnesota fixes a zone of only 1,500 feet, but Tennessee practically wipes out the traffic in all except very sparsely settled districts by giving to all schools a dry zone of 4 miles radius.<sup>1</sup> Florida has the same provision as Tennessee, but largely nullifies it by a remarkable list of exceptions—hotels of over 25 rooms selling to guests only; incorporated social clubs selling to members only; places retailing liquors within 500 feet of incorporated towns; and saloons in towns of over 200 inhabitants where there is no other saloon

<sup>1</sup> Tennessee has since passed a State-wide prohibition law.

within 50 miles. Arkansas gives the right to the majority of adult inhabitants residing within 3 miles of any school to secure from the county court, by petition, a dry-zone decree covering their territory. The legislature, however, has supplemented local option by passing acts creating dry zones of 3 to 6 miles radius around nine different schools in the State.

Nine other States have set limits upon the proximity of saloons to schools, but since the law applies to city as well as country, the distances set are much less. The distance is 200 feet in Connecticut, New Hampshire, New York, Rhode Island, and Vermont; 300 feet in Oregon<sup>1</sup> and Wisconsin, and formerly in Utah;<sup>2</sup> 400 feet in Massachusetts. South Dakota prohibits the sale of intoxicating liquor in the same block with any school or in any block adjacent to it.

Exceptions to the operation of these statutes are rather frequent and apply chiefly to hotels and renewals of license. In Connecticut the renewals are, however, subject to the discretion of the county commissioners. As a result of this law the supreme court of the State was called upon in October, 1908, to pass on the appeal of John Schusler from the decision of the county commissioners of Hartford County in refusing to renew a license for a location at which he had been retailing liquor for the past 10 years. The refusal of the commissioners was based upon the fact that a parochial school had been opened about a year previous on a site only 75 feet from the appellant's place of business. That the said commissioners had granted a renewal in another case within 200 feet of a school was held not to affect the present case. The following dictum of the court seems especially important: "It was of no legal consequence that the site for the school was bought years after the establishment of the appellant's saloon, in close proximity to it, and after his becoming the owner of the saloon property."

In New Hampshire hotels and drug stores occupied as such on January 1, prior to the passage of the "dry-zone" law, are not affected. New York exempts from the statute hotels and saloons established prior to March 23, 1896, or established prior to the occupation of any premises within 200 feet for church or school purposes. Rhode Island exempts taverns; Vermont, drug stores and inns. In Wisconsin the use of retail liquor licenses is prohibited except in buildings where such a license was in effect on June 30, 1905. Even then, after two and a half years had passed from the time the law went into effect, a remonstrance signed by a majority of the parents or guardians of children enrolled in any public or parochial school was sufficient to prevent any license from being issued to permit business within 300 feet of said school. This

<sup>1</sup> Oregon has since passed a prohibition law, and the entire State will be dry after Jan. 1, 1917.

<sup>2</sup> Repealed by ch. 106, Laws of 1911.

remonstrance can not affect drug stores, hotels, and restaurants established and maintained as such prior to February 1, 1905.

Turning from what is perhaps dominantly moral hygiene, there is noted less solicitude over the purely physical hygiene of the school site. A regulation of the Delaware State Board of Health forbids that any stable, pigpen, or other building liable to become a nuisance be placed within 200 feet of any schoolhouse or within 100 feet of the school yard. The Indiana law says there must be no steam railroads, livery stables, barns used for breeding purposes, noisy industries, or unhealthful conditions within 500 feet of schools;<sup>1</sup> the Rhode Island law states that no swine shall be kept or any other nuisance permitted within 100 feet of any schoolhouse or of any fence inclosing the yard of a schoolhouse; the Vermont Board of Health protects schoolhouses, if in a village, from noises and unsavory odors. The Minnesota Department of Education directs that no part of a school site shall be within 500 feet of steam railroads or manufacturing plants which may be sources of noise or smoke, swampy places, livery stables or other buildings which may be sources of unhealthful conditions. The New Hampshire statute runs:

If any person shall use a building or place near a dwelling house or schoolhouse \* \* \* for a slaughterhouse, a place of deposit of green pelts or skins, or for trying tallow, currying leather, or carrying on any other business that is offensive to the public, without the written permission of the health officers of the town, he shall forfeit \$10 for each month such building or place shall be so used.

In Wisconsin no lockup or place of temporary confinement for insane persons or other persons under arrest shall be erected within 300 feet of a building used regularly or principally for school purposes. Nevada prohibits all resorts maintained for the purpose of prostitution within 800 yards of a school, on pain of a fine of \$25 to \$300 or imprisonment for 5 to 60 days, or both. The constitutionality of this law was attacked on several grounds in the case *ex parte Ah Pah*, but the supreme court of the State on December 30, 1911, upheld the enactment, with one qualification: That the 800-yard limit fixed by the school law should be reduced to 400 yards after January 1, 1912, by virtue of a clause in the crimes and punishments act.

*Accessibility of school site.*—The distance that a child may be expected to walk to school is different in different States. Most of the laws governing transportation have come with consolidation, but so many of these laws are permissive that differences in school sentiment have shown themselves plainly through this avenue. Transporting pupils to high schools is optional with Maine districts.

<sup>1</sup> The State board of health has defined "unhealthful conditions" specifically by demanding a zone of 500 feet radius about the school site to be free from "swampy ground, body of stagnant water, cemetery, slaughterhouse, fertilizer-reduction plant, any business or manufacturing establishment which engenders noxious odors or vapors or that pollutes the surrounding atmosphere by smoke or dust."

Any consolidated district in Mississippi, any special or village districts in Ohio, *may* arrange for transportation. Any district in New Hampshire *may* purchase vehicles for the purpose. Where the law is mandatory, it is often too indefinite. For instance, every Connecticut town in which a school has been discontinued, or in which a consolidation of districts has occurred, "shall furnish, whenever necessary, by transportation or otherwise, school accommodations so that every child over 7 and under 16 years of age can attend school." In Iowa, outside of consolidated districts, transportation is optional with the district for pupils living "at an unreasonable distance." The decisions of State Superintendents Riggs and Deyoe in the cases of *Arnold et al. v. School Township of Richland*, and *Paine v. School Township of Amsterdam*, have defined  $1\frac{1}{2}$  miles as the approximate limit of a *reasonable* distance. Consolidated districts in Colorado *may* transport pupils who live over 1 mile from school, and in Missouri any district *may* carry pupils who have over one-half mile to go. In Ohio no district is under obligation to haul a pupil living less than 1 mile from school. In New York the matter of transportation is within the discretionary control of the commissioner of education in the exercise of his appellate jurisdiction.

A half dozen of the States, however, have gone on record in a definite manner and with sufficient uniformity to suggest a conclusion. In consolidated districts in Kansas and Minnesota transportation is compulsory for children 2 miles from school. Missouri compels transportation of all children over  $2\frac{1}{2}$  miles from school in a consolidated district. Independent consolidated districts or central schools of townships in Iowa must transport every child living outside a city, town, or village. Parents or guardians may be compelled to carry children 2 miles to the line of school transportation and receive a reasonable compensation therefor. Where the township system has been adopted in South Dakota no child may be allowed to walk over  $2\frac{1}{2}$  miles, but the transportation must be furnished by the guardian at an amount graduated from 10 cents to 45 cents per day, according to distance traveled. Indiana has made a discrimination on the basis of the age of the pupil. When a school is discontinued, township trustees must arrange comfortable and safe transportation for all pupils living over 2 miles from school, but those between 6 and 12 years of age must be carried when they live over 1 mile away. An interesting decision recently came from the supreme court of New Hampshire in the case of *Fogg v. Board of Education of Littleton*, wherein it was decided that "it is unreasonable to expect or require" a boy 9 years of age to walk over 4 miles to school. The action of the board in refusing to maintain a conveyance solely for the benefit of this boy was declared to be "unauthorized and illegal."<sup>1</sup>

<sup>1</sup> A summary of the laws on consolidation of schools is given in Bull. of the Bureau of Educ., 1914, No. 30.

The provision of Montana is that the site shall be "accessible"; Vermont says that it shall be as near the center of population as possible. The attitude of Florida is that schools shall not be closer to each other than 3 miles "unless for some local reason or necessity"—a phrase defined in the regulations of the State board of education to mean "unless made necessary by local geographical features." On the other hand Kentucky declares that no point on the boundary of a graded common-school district shall be over 2½ miles from the site of the proposed building. In Pennsylvania no pupil of an abandoned school shall be compelled to walk over 1½ miles. This implies liability of the district for transportation. In North Dakota the matter is settled by waiving the compulsory attendance requirement if it involves making a child walk over 2½ miles to school.

The distance of a child from school seems generally to be calculated by way of the nearest public highway. Of course it is taken for granted in such cases that the school property abuts on an open road; but this has not always been true. South Dakota has found it necessary to pass a law demanding that schools be situated upon a regularly laid out highway or upon a section line. In the latter case the presumption is that a road will soon be opened leading to the school. The Indiana board of health holds that "all schoolhouse sites shall be convenient of approach, either from a public road or street." Under the Wisconsin law the supervisors may be compelled to lay a highway to the schoolhouse; any trouble in the future has been guarded against by requiring that every schoolhouse site—obtained by purchase or grant shall be located and established abutting on a public highway or street, and no schoolhouse shall hereafter be erected on any site unless at the time of erection of such the site shall abut on a public highway or street.

*Size of the school site.*—The size of the school site is subject to two general classes of limitations, maxima and minima. Some States have not invested their school boards with the power of eminent domain. Most have hedged it about with careful restrictions; a few have been very generous in bestowing it. For example, Connecticut boards may condemn as much land as is needed; Louisiana boards may condemn "space sufficiently extensive to answer the purpose of a schoolhouse and ground"; in Pennsylvania "no new school building shall hereafter be erected without a proper playground being provided therefor." The only trouble with these laws is that local boards are inclined to be too easily satisfied.

That maxima have been established so much oftener than minima possibly reflects a fear that through condemnation a citizen may be made to suffer too much in the interest of the State. In at least three States the maximum size of site is less in case of condemnation than otherwise it would be. Thus, in Nebraska a district may purchase 4

acres of the school lands of the State for a site, but it can not condemn over 1 acre. In Washington the corresponding figures are 10 and 5 acres, respectively. In Wisconsin "no schoolhouse site shall contain more than 4 acres unless with the consent of the owner of the land taken therefor." The absolute maxima in certain other States, with or without the exercise of eminent domain, is as follows: Delaware, one-half acre; Kentucky and New Hampshire, 1 acre; Kansas, 1½ acres; Massachusetts and South Dakota, 2 acres;<sup>1</sup> Maine, 3 acres; Maryland and North Dakota, 5 acres.

Sliding scales exist in some States. In North Carolina only 2 acres may be condemned to establish a new site, but if resorted to in order to add to an existing site the total site shall not ultimately exceed 3 acres. In Iowa 1 acre is the maximum except in city, town, or village, where one block may be used, and except in certain consolidated districts and townships that possess not more than two sites, where it may run to 4 acres, or even more under certain conditions. This last larger site must be on a public road and not within 30 rods of a residence, if the owner objects. In Virginia any school board may condemn not to exceed 1 acre in a town, or 5 elsewhere, "provided that no dwelling, yard, garden, or orchard shall be invaded, nor in an unincorporated town any space within 100 feet of a dwelling, nor in the country any space within 400 yards of a mansion house." Oklahoma boards can not condemn, but may purchase as high as 4 acres of the public-school lands of the State. In Illinois no tract of land condemned outside an incorporated city or village shall be within 40 rods of the dwelling of the owner of the land without his consent.

The minima for the different States run as follows: Delaware and Florida (outside villages and cities), one-half acre; Indiana, 1 acre; Alabama (for State aid on building), North Dakota, and South Dakota, 2 acres. In Montana rural schools shall have sites of not less than 1 acre; all others, not less than half an average city block. In Nebraska and Washington minima apply only to the purchase of State school lands for sites. In Nebraska 1 acre is the minimum; in Washington, 3 acres. In New York the commissioner of education may control the suitability of a site as to size by the exercise of his appellate jurisdiction. One decision is of interest, that of the Supreme Court of Washington, ruling that the condemnation of land adjacent to a school building for an athletic and play ground is a taking for "public use," and hence within the statutes of the State providing for the exercise of eminent domain. In Ohio a law provides State aid for elementary rural schools of three classes, the amount varying from

<sup>1</sup> In South Dakota schools giving courses in agriculture may purchase 10 acres for site and demonstration purposes.

\$25 to \$100 per annum. One of several conditions for each class of schools is the size of site, which ranges from 1 to 3 acres for organized play, school garden, and agriculture.

*Public playgrounds.*—Some of the States are partially discharging their responsibility through other bodies than school boards. In Indiana the board of health and charities in cities of the first class may establish, maintain, and equip public playgrounds and public baths, and may exercise the right of eminent domain; but all school playgrounds in the State must furnish 30 square feet for each pupil and be equipped with some apparatus. In New York school districts may acquire lands for public playgrounds and recreational purposes by vote of a district meeting, and may levy a tax and issue bonds therefor. Massachusetts has thrown this matter by permissive legislation into the hands of towns and cities. Virginia cities with over 10,000 population may, as municipalities, acquire a playground for each race. Many similar laws indicate that most of our leading cities will soon meet the playground problem aside from the schools. In Minnesota the State Department of Education has made a rule that no elementary school shall be built upon a plot of ground that affords less than fifty square feet of playground per pupil. One hundred square feet per pupil will be required when conditions make it possible to secure this amount of land.

*Miscellaneous regulations.*—The barbed-wire fence is illegal in Connecticut and New Hampshire on or around a school site, and even within 10 feet of the site in Iowa. Drainage also is subject to regulation. Good drainage is required in Indiana, Louisiana, Texas, and Vermont. The Minnesota State Department of Education directs that all schools be situated "on high ground affording natural drainage;" made land or land impregnated with organic matter must not be selected. In New York sites not properly drained or insanitary because of proximity to swamps and lowlands or other unhealthful conditions may be discepted by the commissioner of education and the district be directed to acquire another site. The Texas and Louisiana State boards of health require that all schools be supplied with a sufficient number of garbage cans, kept covered and emptied daily. The State Board of Health of Vermont will not approve a site for a rural school unless it is protected from violent winds. The rules of the Minnesota Department of Education contain a suggestion well worthy of consideration. It reads: "To secure the best use of a site, it is recommended that not more than twenty per cent of the entire site should be used for the building, and that the building be so located that the entire frontage be at least twenty per cent of the site."

## IV. THE WATER SUPPLY.

*The common cup.*—The most interesting point connected with safeguarding the water supply of schools is the spread in the last five years of the revolt against the common drinking cup.<sup>1</sup> For a number of years boards of health waged a campaign in this direction, but it was not until March, 1909, that any State took official action. Kansas was the pioneer, but other States followed rapidly, so that now over half of the entire number have either a law or a regulation regarding drinking cups. Schools may not be provided with common drinking cups without transgressing the law in Illinois, Kentucky, Maryland, Nebraska, North Dakota,<sup>2</sup> West Virginia,<sup>3</sup> and Wisconsin.<sup>4</sup> The State health authorities have forbidden the public drinking cup in Connecticut, Idaho, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Minnesota,<sup>4</sup> Mississippi, Montana,<sup>5</sup> New Hampshire, New Jersey, Ohio,<sup>6</sup> Oklahoma, Oregon, Pennsylvania,<sup>7</sup> South Carolina, South Dakota, Utah, Vermont, and Washington.<sup>8</sup> In New York the common drinking cup in "public places or public institutions" is prohibited by regulation 3, Chapter VII, of the sanitary code. Jealous supervision of the powers of the State board of health has resulted in statutes delegating to the board the power to promulgate an order against common cups in Connecticut, Massachusetts, New Hampshire, and New Jersey. Colorado has a law that should practically put it in one of the above lists, the statute forbidding common cups unless sterilized after each use.

Several provisions that do not abolish the common cup regulate or limit its use. If public drinking cups are used in Texas, they, together with the water buckets or coolers, shall be scoured and sunned daily, or treated with a 2 per cent formaldehyde solution.<sup>9</sup> The Ohio law draws the line against tin cups or tumblers.<sup>10</sup> The Indiana<sup>11</sup> and Louisiana State boards of health require that sanitary fountains shall be installed in towns and cities where there is a public water supply; the same is required of Ohio schools hereafter constructed, without any specification as to water supply.

*The common pail.*—If, however, children were at liberty to dip their individual cups into the common pail, danger still would lurk in the water supply. Hence some attention has been given to the

<sup>1</sup> For full text of most laws and regulations in this field up to July 1, 1912, see *Common Drinking Cups and Roller Towels*, Pub. Health Bull. No. 57, issued by U. S. Pub. Health Service.

<sup>2</sup> Laws of 1913, ch. 228.

<sup>3</sup> Laws of 1913.

<sup>4</sup> Minnesota State Health Laws and Regulations, May 1, 1912, p. 54. Ch. 61, acts 1913.

<sup>5</sup> Bull. Dept. Pub. Health, Montana, vol. 6, No. 1.

<sup>6</sup> Rule adopted Jan. 22, 1913.

<sup>7</sup> Rule adopted Jan. 3, 1913.

<sup>8</sup> Rules of State Bd. of health, 1912, p. 19.

<sup>9</sup> School laws of Texas, p. 92. Rule State Bd. of health.

<sup>10</sup> State Building Code, Part 2, title 3, sec. 22.

<sup>11</sup> Bull. 1913, No. 52, U. S. Bu. of Ed., p. 15.

receptacle for the temporary supply. The Delaware State Board of Health does not permit any open bucket or vessel to be used for storing water in any school.<sup>1</sup> Open receptacles are barred by the State health officers in Idaho, Louisiana, and Oklahoma.<sup>2</sup> Minnesota has decreed against the common pail, and the Indiana law calls for covered tanks. In Vermont faucets must be attached to the water tanks.<sup>3</sup> If running water can not be had, the Virginia Board of Health allows a dipper to be used only for dipping water from the tank or cooler; the cup or glass used for drinking shall not be dipped into the water. The contents of the receptacle are to be renewed every morning, the receptacle, dipper, and drinking cup washed daily and scalded with boiling water once a week.<sup>4</sup> In Louisiana the containers must be scoured daily.

*Source of supply, etc.*—The source of the water and the disposition of waste are sometimes prescribed. In Indiana the supply of all schoolhouses must come from driven wells, or other sources approved by the health authorities.<sup>5</sup> Water from dug wells can not be used in Minnesota, but the schools must rely on the public supply, tubular or driven wells. Idaho, Indiana, and Oklahoma require that troughs or drains remove waste to a safe distance and that no pools or mud-holes be left near wells.

The Ohio State building code is very specific. A gutter or drain of concrete or sewer pipe must be constructed to carry all waste water to a distance of 20 feet before discharging it. Pumps and hydrants shall be placed in the center of a concrete or cement platform at least 6 feet in diameter. This platform must be 6 inches above the natural grade line and then graded up to within 2 inches of the top in such a manner as to run all surface water away. Ohio is alone in its effort to standardize the amount of accommodations furnished. Where sewerage system and water supply are available, there shall be one sink and one drinking fountain to every 6,000 square feet of floor area or fraction thereof. Similar equipment will be required in the basement for each 350 or fewer pupils of each sex.

## V. TOILETS.

*Location of outbuildings.*—Twelve States have taken some action to regulate the location of outbuildings for toilet purposes. Delaware,<sup>6</sup> Idaho,<sup>7</sup> Indiana,<sup>8</sup> Louisiana,<sup>9</sup> and Montana<sup>10</sup> require that outdoor

<sup>1</sup> 16th Blen. Rep. (1908-1910), p. 72.

<sup>2</sup> 2d Blen. Rep. of State Pub. Health Dept., p. 247.

<sup>3</sup> Reg. of State Bd. of health, issued May 1, 1911.

<sup>4</sup> School Laws, pp. 45-46.

<sup>5</sup> School Law, p. 135.

<sup>6</sup> 16th Blen. Rep., State Bd. of health (1908-1910), p. 72.

<sup>7</sup> Reg. State Bd. of health.

<sup>8</sup> Bull., 1913, No. 52, U. S. Bu. of Ed., p. 15.

<sup>9</sup> Public School Laws (1912), p. 127.

<sup>10</sup> Reg. 26 of State Bd. of health.

toilets shall be situated not less than 100 feet from the well or cistern. Idaho further provides that no surface drainage from a water-closet shall be permitted to reach any well or cistern; Montana holds up the approval of plans in towns of over 1,000 unless the distance limit set above is observed. In the rural districts of Vermont toilets need be only 20 feet from the building.<sup>1</sup> In three States connection with the sewer system is required: In Louisiana, if the closets are within 1,000 feet of the sewer; in Texas, if the schoolhouse is within 500 feet of the sewer;<sup>2</sup> in Virginia, if water and sewerage are available.<sup>3</sup> Mississippi requires that every building used for public school purposes shall be provided with two privies maintained in accordance with the plans and specifications of the State board of health. One of these shall be so located as to be adapted for use of the girls and the other for the boys. Kentucky requires that all schools and other "places of public resort" not already connected with an approved system of sewerage shall construct privies proportioned in size and number to the persons and sex of those likely to use them. These privies are to be located "below the level, or draining away from, or as remote as possible from the well or spring," and are to be modeled after the Kentucky sanitary privy or some other plan approved by the State board of health.<sup>4</sup> All these requirements have been established by State boards of health, but in two States, Nebraska and Ohio, the legislatures have acted. In Nebraska the toilets must be placed on that portion of the site farthest from the main entrance to the building.<sup>5</sup>

Ohio, on this point as on numerous others, has gone into the greatest detail. All vaults existing on premises accessible to a sewer shall be cleaned to the bottom and filled with ashes or earth, and no such vaults shall hereafter be constructed where a sewerage system is available. No vault or septic tank shall be placed within 2 feet of any lot line, or 50 feet of any school building, or source of water supply for drinking or cooking purposes.<sup>6</sup> Cesspools may be constructed only with the approval of the local or State board of health and in case no sewerage system is available. No tight cesspools can be placed within 2 feet of any lot line, 20 feet of any building, or 30 feet of any source of water used for drinking purposes; no leaching cesspool can be placed within 100 feet of any dwelling or tight cistern, or within 300 feet of the source of any water supply.<sup>7</sup>

*Standard equipment for outdoor toilets.*—Standardization of the equipment of outdoor closets has begun in a number of the States.

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<sup>1</sup> Rule of State Bd. of health.

<sup>2</sup> School Laws, p. 93.

<sup>3</sup> *Ibid.*, p. 46.

<sup>4</sup> See bulletin of the State board of health of Kentucky, Vol. III, July, 1914.

<sup>5</sup> *Ibid.*, p. 53.

<sup>6</sup> State building code, part 4, title 18.

<sup>7</sup> *Ibid.*, title 16.

In Ohio no septic tank or filtration bed can be constructed until the site has been inspected, and the plans and specifications have been approved by the State board of health; and no such tank or bed can be used for the designed purpose until its construction and equipment have been approved by the same body.<sup>1</sup> Absolute central control and the ability to follow up plans and specifications into execution makes an admirable arrangement; it disposes of the particular defect that was found to exist in the law creating the schoolhouse commission of Utah.<sup>2</sup>

Waterproof receptacles are contemplated by the requirements in several States. The State boards of health in Idaho, Montana, and Vermont demand that boxes for outdoor closets be water-tight, but Montana waives this regulation if the vault is dug in soil approved by the health officer. Virginia compels dry closets to be maintained in a clean and wholesome condition as standardized by the State board of health. Louisiana requires for closets not connected with a sewer system, a Stiles sanitary closet, cesspool, or septic tank. New Jersey and Ohio, however, are in advance of most of the others in this regard. The State Board of Education of New Jersey requires that the vaults shall not extend beneath the floor of the closet, and that they shall be built of concrete or brick laid in cement mortar.<sup>3</sup> Ohio's State building code contains similar provisions, but goes further in stating that such a part of the vault as extends beyond the walls of the outbuilding shall be tightly covered.<sup>4</sup> Moreover, the vaults shall be given a half-inch coat of Portland-cement mortar inside and outside, and finally a cement wash, similar to the final step in constructing an ordinary water-tight cistern. The bottom of the vault must be from 6 to 8 inches thick. These tight walls shall extend 1 foot above the ground to prevent surface drainage. The material used for urinals is touched upon in four States. The Indiana law stipulates that all conduits to urinals shall be of galvanized iron, vitrified drain pipe, or other impervious material draining into a sewer or other place approved by health authorities;<sup>5</sup> the Ohio law states that all receptacles used for water-closets or urinals, and all troughs or gutters employed for any such purpose, shall be of certain waterproof, noncorrosive materials;<sup>6</sup> while in New York the same end is secured for new buildings through the decision of the commissioner of education to hold up all plans that do not specify nonabsorbent, noncorrosive materials in the construction of urinals.<sup>7</sup> In New Jersey the latrines must be of metal if plans are to be approved by the State board of education.

<sup>1</sup> *Ibid.*, title 17.

<sup>2</sup> See p. 6, ante.

<sup>3</sup> State Building Code.

<sup>4</sup> Part 4, title 18.

<sup>5</sup> School Law, p. 136.

<sup>6</sup> State Building Code, part 4, title 11.

<sup>7</sup> Circular letter of Aug. 1, 1912.

*Miscellaneous provisions.*—Several other provisions applying to outdoor toilets are scarcely capable of classification. In Idaho and Montana the contents of the box must be sprinkled daily with dry earth or lime during the school term and the receptacle emptied when two-thirds full. In Vermont earth closets must be provided with a box of road dust, sawdust, or ashes, and be screened against flies. These regulations are by authority of the State boards of health. But in Utah the law itself specifies the dry-earth system in the care of vaults. The vaults are to be cleaned monthly during the school year and oftener if the local health officer thinks necessary.<sup>1</sup> The statutes of Pennsylvania compel vaults to be cleaned or properly disinfected within 30 days after the close of each school year; the outbuilding itself is to be scrubbed, whitewashed on the interior, and the vaults covered with fresh dirt or dry-slacked lime, within 10 days of the opening of each school year.<sup>2</sup> The only other State to mention the scrubbing of the outbuildings is Louisiana, which specifies that this shall be done at intervals of a week. A rule of the Delaware State Board of Health calls for vaults at least 3 feet deep, and will not allow them to be filled nearer than within 1 foot of the surface of the ground. Wisconsin and Minnesota state that the boys' outhouse shall be provided with suitable urinals.<sup>3</sup> Both these States are attempting to improve toilet accommodations in rural schools by making this a point to be considered in the granting of State aid. Indeed, if the electors in a Wisconsin district fail to allow the necessary funds for maintaining a proper condition of the toilets, the town clerk at the request of the school board shall arbitrarily add such amount to the district tax budget.

In Indiana the board of health has brought together several of the more valuable miscellaneous regulations of other States, modifying the form in a few cases. Both the vault receptacle and the floor of the closet must be of cement.<sup>4</sup> Dry loamy earth, wood ashes, sifted coal ashes, or slaked lime must be thrown into the vault daily during the school term, and the contents of the vault removed twice per year. The vault itself must be screened against flies. An alternative to such outdoor sanitary closet is the indoor crematory closet, specifications for which are given in still greater detail.

*Indoor closets.*—For indoor closets very few regulations exist. Three States only have taken up accessibility of accommodations. The Ohio State building code, the rules of the Indiana State Board of Health, and a circular letter of the commissioner of education of New York, each establishes a standard of one closet for every 15 females

<sup>1</sup> School Law, p. 32.

<sup>2</sup> Purdon's Digest, p. 696.

<sup>3</sup> Laws of Wis. Relating to Com. Schools, pp. 93-94; Bull. No. 40, Minn. dept. pub. inst., "State Aid," p. 5.

<sup>4</sup> Bull., 1912, No. 52, U. S. Bu. of Ed., pp. 16-17.

or every 25 males, and one urinal for every 15 males. The Ohio law also demands that if buildings are over three stories, toilets be placed on each story. In Ohio all forms of fixtures that do not permit the whole surface to be flushed are prohibited. The Minnesota Board of Health insists that water for washing the hands be provided in indoor toilets.<sup>1</sup> The State Board of Education of New Jersey will not approve plans unless, where running water can be secured, porcelain-bowl closets, and slate, corrugated glass, or porcelain urinals, properly ventilated, are furnished. The floors within 3 feet of closets and urinals are to be of nonabsorbent, waterproof material, and suitable wash bowls must be provided in each toilet room. In Texas all urinals and closets must be wiped with an approved disinfectant once a week.<sup>2</sup> Nebraska alone safeguards against disease by special disinfection; after any contagious disease is discovered in a school, disinfection of indoor closets is to be accomplished by the use of a 5 per cent solution of carbolic acid or 3 per cent solution of liquor formaldehyde, while under the same circumstances outdoor vaults are to be treated by throwing into them milk of lime.<sup>3</sup> In Vermont the plumbing regulations of the State board of health must be satisfied.

*Light and ventilation of toilets.*—Nine of the States have more or less definite rules covering ventilation and light; two of them by statute, two by State education authorities, four by State boards of health, and one by factory inspector. Minnesota and North Dakota demand direct air and light from the outside for all classes of toilets.<sup>4</sup> Idaho, Minnesota, Montana, and New Jersey require that toilets be well lighted and equipped with means of ventilation independent of the system that ventilates the remainder of the building. New York calls for independent ventilation of toilet rooms, and the Vermont Board of Health and the Massachusetts inspector of buildings<sup>5</sup> specify that closets and fixtures must be so located and arranged that no odors can reach any occupied rooms. In Minnesota the vent in the toilet must be placed at or near the ceiling, while in New Jersey a wooden or metal flue 8 inches square must run from the floor through the roof. Massachusetts requires that local vents for each water closet and for each 1' 4" in length of slab urinals shall be not less than 11 square inches, and shall be connected with a duct of combined area, having a rise of 1" to each 1' 0" run to a vent duct provided with mechanical or other approved means for maintaining proper circulation. Ohio with characteristic exactness requires that the seats shall be provided with tight-fitting

<sup>1</sup> State Health Laws and Regulations, May 1, 1912, p. 54.

<sup>2</sup> Rule of State board of health, School Laws, p. 92.

<sup>3</sup> Rule of State board of health, School Laws, p. 120.

<sup>4</sup> Minn. State Health Laws and Regs., May 1, 1912, p. 54; N. Dak. Gen. School Laws, p. 104.

<sup>5</sup> See "Regulations relating to the erection, alteration, and inspection of schoolhouses." Form B, 1914.

covers and a vent pipe shall extend 3 feet through the roof, such pipe to be at least 6 inches square for every square yard or part thereof of vault surface.

Indiana's State board of health has recently brought together a number of points connected with indoor closets, and has gone into them in detail. One of them is special ventilation; another is the prevention of the use of corrosive or absorbent materials in connection with fixtures; another is the provision of lids for seats, and individual stalls from 16 to 20 inches wide for urinals; another is a requirement that urinals be flushed as often as every 15 minutes.

*The common towel.*—Prohibition of the common towel bids fair to spread over the country with a rapidity equal to the prohibition of the common drinking cup. As in the fight against the common cup, Kansas again led the way with a resolution of the board of health, effective September 1, 1911.<sup>1</sup> Seven other States now have regulations abolishing the common towel from schools: Wisconsin, by statute;<sup>2</sup> Indiana, Louisiana, Montana,<sup>3</sup> Ohio,<sup>4</sup> and Pennsylvania,<sup>5</sup> by authority of the State health officers; and Massachusetts by the State health authority exercised under a specific permissive act of the legislature.<sup>6</sup> The usual method is to abolish the towel from "public places," but sometimes "schools" are particularized.

## VI. PROTECTION AGAINST FIRE AND PANIC.

*The blanket regulation.*—Blanket regulations, or the power to make such regulations that may mean little or much, are found in 10 States. The statutes of New Jersey confer upon municipalities the power to make all needful regulations regarding fire; those of Florida put the responsibility for prescribing adequate stairways and fire escapes upon county boards of public instruction. In Minnesota the State Department of Education shares with the local authorities the right to specify means of fire protection. The usual blanket provision runs almost verbatim in four States: "All halls, doors, stairways, seats, passageways, and aisles, and all lighting and heating apparatus and appliances must be arranged to facilitate egress in case of fire or accident;" but this is not retroactive in any case. In New York, Utah, and Virginia it is enforced by the approval of plans at the hands of State education officers; in North Dakota there is no enforcing authority. The Massachusetts and the Maine statutes contain an

<sup>1</sup> Bull. Tex. State Bd. of Health, July, 1911, p. 8.

<sup>2</sup> Common drinking cups and roller towels, Public Health Bulletin, No. 57, issued by the U. S. Pub. Health Service.

<sup>3</sup> Bull. Dept. Pub. Health, Montana, vol. 6, No. 1.

<sup>4</sup> Rule of Jan. 22, 1913.

<sup>5</sup> Rule of Jan. 3, 1913.

<sup>6</sup> Monthly Bull. State Bd. of Health, Aug., 1912, p. 290; acts of 1912, ch. 59.

equivalent clause requiring school buildings to have sufficient means of egress and escape from fire, and the Massachusetts supervisor of plans "may make such further requirements as may be necessary to prevent the spread of fire, or its communication from any steam boiler or heating apparatus therein."

*General construction.*—New Jersey, Connecticut, Indiana, Pennsylvania, and Ohio have taken up the general construction of buildings with a view to fire prevention. In the first-named State this has been done through the State building code of the State board of education, which has the power to hold up all plans by nonapproval; in Connecticut, Ohio, and Pennsylvania it is covered by the statutes; in Indiana by the State board of health. The rule in New Jersey is that two-story buildings of over four classrooms must have their outer walls of hard-burned brick, stone, or concrete, an incombustible roof, fireproof walls and fireproof floors to corridors; buildings of three or more stories must be of fireproof construction, i. e., wood may be used only for doors, windows, window frames, roof rafters, trusses, trim, and finished floors. No Connecticut schoolhouse for pupils below the high school may contain over two stories above the basement; for high-school pupils it may extend three stories above the basement, if fireproof, but all nonfireproof buildings of over seven classrooms must have their outer walls and walls separating schoolrooms from corridors built of fireproof material. Indiana limits the height of all schools to two stories above the basement. In Pennsylvania districts of over 500,000 inhabitants, all schools of two or more stories must be of fireproof construction; in other districts this requirement applies only to buildings of over two stories.

Ohio, again, is much more detailed and somewhat more strict. Schools of three stories—the maximum permitted—must be fireproof. This allows wood only for floors, doors, windows, and the usual trim of the interior of rooms. The specified height of the stories, 15 feet from floor to ceiling, makes it impossible, even with a basement, for children to be much more than 40 feet above the ground. Frame structures are permitted only for single-story buildings, without basements, with their floors not over 4 feet above the grade line, provided also that they are not within 30 feet of the lot line or any other structure and not within 200 feet of the city fire limits. Thus it happens that many schools of one story and most of those of two stories fall under the third type of construction, which is denominated *composite*. This is the same as the fireproof except for the use of wood as columns, girders, beams, and roof trusses. But if a composite building is erected in connection with one of fireproof construction, the two shall be separated by fireproof walls, and all communicating openings guarded by fireproof doors. Both fireproof walls and fireproof doors are fully standardized by law. No room accommodating over 100

persons shall be located above the second story in a fireproof building, nor above the first story in a composite building.

*Special construction.*—Furnace room and heating apparatus are most often mentioned under the head of special construction. Furnace, boiler, and fuel rooms in Indiana schools must be of fireproof construction; the furnace, if located in the basement, shall have a fireproof floor above it, but may never be situated immediately beneath any lobby, corridor, stairway, or exit. According to the Kansas law, furnaces are to be covered on top with asbestos or masonry, and ceilings above furnaces are to be covered with asbestos. The furnace itself shall not be within 18 inches of woodwork. Ohio allows the furnace, hot-water heating boiler, low-pressure steam boiler, and fuel supply to be within the school building if they are inclosed in a thoroughly fireproof heater room, but no boiler or furnace may be located under "any lobby, exit, stairway, or corridor." The New Jersey State Board of Education will approve no plans unless they show boiler and furnace rooms inclosed by fireproof walls, floors, and ceiling, and all openings closed by self-closing fire doors. The State schoolhouse commission of Utah goes further still, and withholds approval if the furnace or heating apparatus is placed in the basement or immediately under the building. Connecticut is more liberal, requiring only in schools of over seven rooms, not fireproof, that all wooden construction about heating apparatus shall be well protected by fireproof material.

Approval of plans in New Jersey includes several other precautions in special construction. Ceilings in buildings over one story shall be of sheet metal or plastered on metal lath. All waste paper chutes shall be of fireproof material. Chimneys may not be started upon any floor or wood beams. They shall be lined with cast iron, clay, or terra cotta pipe throughout, or, in the case of large flues, with fire brick 15 feet above the smoke inlet. All timber must be framed 2 inches clear of the brick of chimneys. Ventilating flues or ducts must not touch any wood construction. Steam or hot-water pipes, if protected by a metallic shield, shall be 1 inch from wood construction, otherwise 2 inches away. In Minnesota, whenever furnace heat is in use, the hot-air flue leading from the furnace to the schoolroom is built of brick or of heavy galvanized iron covered with asbestos. In Indiana, chimneys must extend from the ground to a point 4 feet above the highest part of the roof, and the outside walls shall not be less than 8 inches thick. North Dakota and Massachusetts have an identical law to the effect (1) that in new buildings no wooden flues or air ducts may be used for heating or ventilating purposes, and (2) that no pipe for conveying hot air or steam shall come within 1 inch of woodwork unless suitably protected by incombustible material.

*Corridors and inner stairways.*—The story of abundant facilities for escape from burning buildings, blocked and worthless in the hour of need, has been told so often that five States have definitely tried to forestall disaster from such a cause. The laws are similar: Stairs and other passages leading to exits shall be unobstructed (Colorado); passageways shall be unobstructed (Indiana); aisles and passageways leading to means of egress must be kept open (Massachusetts, Rhode Island); no passageway shall be less in width than the stairway or exit to which it leads (Ohio). Corridors, stairways, and toilets shall be well lighted artificially, and said artificial lights shall be kept burning when the building is occupied after dark (Ohio). Main corridors shall be at least 11 feet wide, and in buildings of more than eight rooms at least 13 feet wide (Indiana). These provisions are statutory except those of Indiana, which are the decree of the State board of health.

TABLE 3.—*Protection against fire and panic.*<sup>1</sup>

States and references.	Blanket regulation.	General or special construction.	Corridors and inner stairways.	Exits.	Exterior escapes.	Alarms and fire-fighting apparatus.	Drills.
California: School Law, sec. 1890.	.....	.....	.....	.....	Lma.....	.....	.....
Colorado: Rev. Stat., 1908, ch. 18.	.....	.....	Lma.....	Lma.....	.....	.....	.....
Connecticut: Laws of 1909, ch. 81; laws of 1913, ch. 40.	Lma.....	Lma.....	Lma.....	Lma.....	.....	Lma.....	.....
Florida: School Laws, p. 90; Fire Code of Public Schools based on Laws of Florida, ch. 5937, sec. 6.	LBpa.....	.....	.....	Lma; LXama.	.....	LXama	LXama.
Idaho: Rev. Codes, secs. 1550-52.	.....	.....	.....	.....	Lma.....	.....	.....
Illinois: Rev. Stat. (1911), ch. 55a.	.....	.....	.....	.....	Lma.....	.....	.....
Indiana: Book of instructions by State bd. of health, p. 38; School Law, p. 133; Burns' Annotated Stat., 1908, sec. 3841; Bull., 1913, No. 52, U. S. Bur. of Ed., pp. 10, 13, 18; School Law, pp. 139-141.	XA'ma.	XA'ma.	XA'ma.	Lma; XA'ma.	Lma; LX'C'pa.	.....	.....
Iowa: Laws of 1909, ch. 220; School Laws, p. 136; Supplement, Code of 1907, sec. 4999.	.....	.....	.....	Lm (cities and incorporated towns); LA'ma; Lma	LpXC'ma	.....	LA'ma.
Kansas: Laws relating to common schools, pp. 90-91; Gen. Stat. of 1909, ch. 44.	.....	LBC'ma	.....	LBC'ma.	Lma.....	Lma.....	LBC'ma
Kentucky: Stat. of 1909, secs. 1830-32.	.....	.....	.....	.....	LpXC'm (larger cities).	.....	.....
Louisiana: Public School Laws, p. 108.	.....	.....	.....	.....	Lma.....	.....	.....

<sup>1</sup> Explanation of symbols:

1. Regulating authority: Statutory (legislative enactments)—L. Judicial (decisions in common or statute law)—J. Administrative (rules of State departments of education, health, etc.)—X.

2. Enforcing authority: Educational: State—A. County—B. Town—C. District—D. Health: State—A'. County—B'. Local—C'. Fire or factory inspectors, etc.: State—A''. Local—C''.

3. Character of regulation: Mandatory—m. Permissive—p. Encouraged by financial aid—e.

4. Extent of application: State wide—a. Outside certain classes of cities—b. Consolidated districts only—c. Rural districts only—d.

TABLE 3.—*Protection against fire and panic*—Continued.

States and references.	Blanket regulation.	General or special construction.	Corridors and inner stairways.	Exits.	Exterior escapes.	Alarms and fire-fighting apparatus.	Drills.
Maine: Laws of 1909, ch. 100.	Lma....	.....	.....	Lma....	Lma....	Lma....	
Maryland: Laws of 1906, ch. 709.	.....	.....	.....	.....	LpXA"ma	.....	
Massachusetts: Acts of 1907, ch. 503; Rev. Laws, 1902, ch. 104, secs. 23 and 26; acts of 1913, ch. 655, secs. 11, 15, 40, 41.	Lma....	Lma....	Lma....	Lma....	Lma....	Lma....	LA"ma.
Michigan: Gen. School Laws, pp. 177, 74.	.....	.....	.....	Lma....	LpXA"ma	.....	
Minnesota: Rev. Laws, 1905, ch. 36; State Health Laws and Regulations, p. 54; Bull. No. 40, Dept. of Pub. Instr.	L (local officials) pa.	XAeb..	.....	.....	.....	XA'ma. LC"ma.	
Mississippi: Code of 1906, secs. 2267, 2272.	.....	.....	Lma....	Lma....	.....	.....	
Missouri: Rev. Stat., 1909, ch. 103, Art. I.	.....	.....	.....	.....	Lma....	.....	Lma.
Montana: School Laws, pp. 121-22.	.....	.....	.....	.....	.....	Lma....	
Nebraska: Cobby's Compiled Stat., 1907, secs. 2334-35; Law of Apr. 10, 1911; Regulations of Dept. of Labor.	.....	.....	.....	Lma....	LpXA"ma	.....	
New Hampshire: Laws relating to common schools, p. 33.	.....	.....	.....	Lma....	LpXC"ma	.....	
New Jersey: Compiled Stat., 1709-1910, p. 2325; State Bldg. Code; School Laws, p. 73.	L (municipalities) p.	XAma..	XAma..	Lma.... XAma.	XAma....	.....	Lma.
New York: Educ. Law, sec. 453.	LAmA..	.....	Lma....	Lma....	Lmb....	.....	
North Carolina: Public Laws, 1909, ch. 637, secs. 3, 5.	.....	.....	.....	Lma....	.....	.....	
North Dakota: School Laws, pp. 104-5; Laws of 1913, ch. 255.	Lma....	Lma....	Lma....	Lma....	Lma....	.....	
Ohio: State Bldg. Code, part 2, title 3; <i>ibid.</i> , part 3, title 1; <i>ibid.</i> , title 7; School Laws, p. 88; acts of 1913.	.....	Lma....	Lma....	Lma....	Lma....	Lma....	Lma.
Oklahoma: Law of Apr. 23, 1908.	.....	.....	.....	Lma....	Lma....	.....	
Oregon: School Laws, p. 63; Laws of 1913, ch. 177.	.....	.....	.....	Lma....	.....	.....	
Pennsylvania: School Code, p. 43; Purdon's Digest, pp. 1681-83; <i>ibid.</i> , Supplement, p. 5501; School Code, pp. 169-70.	.....	Lma <sup>s</sup> ...	.....	Lma....	LpXC"ma	Lma....	Lma.
Rhode Island: Laws relating to education, pp. 80-82.	.....	.....	LA"ma.	LA"ma....	Lma....	.....	
Texas: Law effective July 1, 1913.	LAm....	.....	Lma....	.....	.....	.....	
Utah: School Law, p. 30....	LAmB..	LAmB..	.....	.....	.....	.....	Lma.
Vermont: Regulations State Bd. of Health issued May 1, 1911; Gen. Laws relating to pub. instr., p. 62.	.....	.....	XA'ma	XA'ma....	XA'ma....	.....	
Virginia: School Law, p. 43; <i>ibid.</i> , p. 120.	LAmA..	.....	LAmA..	LAmA....	LpX (city council, county supervisors) a.	.....	Lma.
Washington: School Laws, p. 115.	.....	.....	.....	.....	.....	.....	
Wisconsin: Laws of 1911, ch. 441, 378.	.....	.....	.....	Lma....	Lma....	Lma....	

*Number and situation of stairways.*—So many States have decided upon true fire escapes, i. e., some sort of ladder, stair, or tube outside the building itself, that the number and position of inner stairways have received attention in only a few of the remaining States. The law of Texas and the Vermont State Board of Health agree in requiring that in schools of over one story there shall be two stairways as far apart as practicable. Ohio schools of fireproof construction must have at least two stairways located as far apart as possible and continuous from the grade line to the top story. Likewise the basement must have two stairways as far apart as possible, leading up to the grade line. These stairways shall be equipped with standard self-closing fire doors at each floor and surrounded with fireproof walls. Composite buildings are required to have exterior escapes, while fireproof buildings are not.<sup>1</sup> Connecticut and New Jersey make the number of stairways dependent on the number of classrooms. In the former, schools of over seven classrooms, not fireproof, must have fireproof stairs at opposite sides of the building. In the latter, buildings of over four and less than nine classrooms must have two flights of stairs at opposite ends of the building. If there are over eight classrooms, three or more flights must be provided, subject to the approval of the State board of education as to number and location, though one flight shall always be near each end of the building. In New Jersey all stairs of new buildings must be inclosed by fireproof walls and built of incombustible material.

*The winding stair.*—One of the most common regulations governing stairways has reference to turns, whereas the breadth and number of stairs, and the dimensions of treads, appear to be fraught with so much greater importance. Circular stairs or winding treads are prohibited in New Jersey, Connecticut, and Vermont. All turns must be made by platforms in Indiana, New York, North Dakota, Texas, and Virginia. North Dakota stipulates that a wider step is not a platform, and Texas fixes 4 feet as the minimum width of the platform.

*Other stairway regulations.*—Indiana, New York, North Dakota, Ohio, and Virginia forbid any door to open upon a stairway unless a platform or landing, at least as wide as the door, intervenes between such a door and the stairs. Indiana, Minnesota, Mississippi, New Jersey, Ohio, Texas, and Vermont require a hand rail on each side of the stairs. There must be an intermediate landing, i. e., a landing between stories, in New Jersey and Texas, while the length of flights is limited in Vermont to 15 and in Ohio and Minnesota to 16 steps. Ohio, Minnesota, and Indiana have also set a mini-

<sup>1</sup> In composite buildings, however, the basement stairs must be guarded by walls of incombustible material from 6 to 12 inches thick, according to the material used. The basement stairs in all cases are to be of stone, cement, or iron; the arcways around these are to be guarded on both sides by rails.

num of three risers for a flight, compelling the use of gradients for differences in floor levels that would demand fewer risers. These gradients must not rise over 1 inch in 12. The minimum width of stairs in Indiana is 5 feet; in New Jersey (except cellar stairs) and Vermont, 4 feet; in Ohio, 3 feet 6 inches; in Minnesota 3 feet. Ohio alone has set a maximum width for a single flight, 6 feet. Vermont sets a minimum total width of stairways at 20 inches per 100 pupils. Ohio sets the same figure as for minimum total width of exits in fireproof buildings, 3 feet per 100 pupils for the first 500, thereafter a decreasing ratio. While this appears to be much more liberal than Vermont's 20 inches, it must be remembered that one-half of the required width in composite buildings is given to inclosed fireproof stairs or fire escapes, the other half to the main-service stairs. All runs of stairs in New Jersey and Ohio are to be of uniform width, uniform rise and tread throughout. In the former State, risers shall not exceed 7 inches, nor treads 12 inches, including the projecting nosings. In the latter the following limits have been set:

*Limitations of stair risers and treads in Ohio.*

Classes of schools.	Maximum height of riser.	Minimum width of tread.
	<i>Inches.</i>	<i>Inches.</i>
Primary schools.....	6	11
Grammar schools.....	6½	11
Other schools.....	7	10½

Indiana also stands for a uniform rise and tread, viz, that which Ohio has set for grammar schools. All treads are to be covered with rubber or equally nonslipping surface (Ohio). New Jersey seeks to avoid slipping by specifying that corrugated metal safety treads are to be embedded in concrete stairs. No closet for storage can be placed under any stairs (Indiana, Minnesota, New Jersey, Ohio).

*Doors to open outward.*—About half the States have dealt in some manner with exits from school buildings. The various statutes and rulings touch in different ways the number of exits, their situation, their size, and especially the swinging of doors, together with other important topics. The following States require that all doors open outward:

Without additional qualification—Colorado, Indiana, Michigan, Minnesota, New York, Vermont.

For buildings over one story—Kansas, New Jersey, Pennsylvania, Virginia, Wisconsin (all buildings in cities).

For buildings with more than one room—Florida, Mississippi, North Carolina, North Dakota.

For buildings with more than two rooms—New Hampshire.

Public school buildings only specified—Florida, Louisiana.

Public and private schools both specified—Kansas.

Outer doors only specified—Florida, North Dakota, Ohio, Pennsylvania (in old buildings).

Outer doors and all others leading thereto—Connecticut, Indiana, Iowa, Louisiana, New Jersey, Oregon, Pennsylvania (in new buildings), Wisconsin.

To affect cities and incorporated towns only—Iowa.

Leading from principal room and building—Nebraska (not retroactive with respect to rural schools).<sup>1</sup>

If double or storm doors are used in Indiana, the outer ones shall be without fastenings, but held in place by spring hinges.

Louisiana and New Jersey permit expressly the use of swinging doors, but in the latter State they must be provided with plate-glass windows. In Ohio double-acting, sliding, or revolving doors are forbidden. Even those doors that according to law must swing outward shall be so arranged that they shall not in so swinging obstruct any other passageway.

*Doors to be unlocked.*—With the exceptions noted in parentheses following, these States demand that all doors be unlocked during school hours: Colorado, Connecticut, Indiana, Iowa, Kansas (public and private, if over one story), Michigan, North Dakota, Oregon (exit doors only mentioned), Wisconsin. New York, North Dakota, and Vermont provide that the standing leaf of double doors shall be fastened with movable bolts operated simultaneously at top and bottom by one handle at a convenient height on the inner face of the door. All exit doors in Indiana must be unlockable from within. In New Jersey all exit doors, and in Ohio all doors leading directly to the outside or simply toward the outside, must be incapable of being locked so as to prevent their being opened by turning a knob or pressing a bar or lever from the inside. Rhode Island, while silent regarding exits in ordinary service, provides that all doors or windows leading to fire escapes shall swing outward and be unlocked during school sessions.

*Number of exits.*—There is more uniformity as to egress from rooms than as to number of outer exits. In Indiana and North Carolina all rooms above the second story must have more than one means of egress. The Massachusetts acts of 1913 say that all rooms containing 10 persons, whether or not above the second story, shall have more than one means of egress. Ohio makes two exits mandatory for each room in buildings of composite construction, one of these to lead to the exterior fire escape or stairs, the other to the corridor. All basement rooms used by pupils shall have an exit aside from the usual means of entrance and egress. In buildings of frame construction there shall be two exits from each room, one of them leading directly to the open with steps to the grade. Kansas requires that above the first story there shall be two exits separate from those for the lower floor, but suitable iron or steel fire escapes

<sup>1</sup> This affects practically all rural schools, since the law was enacted in 1877.

may be provided in lieu of these exits. Maine requires only that there shall be two means of egress from each story above the first, while in New Jersey there shall be an exit to the ground for every flight of stairs leading to the first story. Connecticut demands at least one exit at opposite ends of nonfireproof buildings containing over seven classrooms, and a fireproof door at the head of the basement stairs.

*Width of exits.*—The Colorado law reads that doors must have a width of 5 feet for every 250 persons seated within. North Dakota ignores the number of pupils entirely and compels all schools of over one room hereafter erected to have an exit at least 4 feet 6 inches wide. While the laws of all other States except Ohio make no requirements, the latter State has worked the ground over pretty thoroughly. In the first place exit doors in addition to being level with the floor must not be less than 6 feet 4 inches high and 3 feet wide. The maximum width is 6 feet. The total width of means of egress from fireproof buildings is graduated, since this classification includes the largest structures, in the following manner:

To accommodate not over 500, width of 3 feet per 100 persons.

To accommodate 500–1,000, additional width of 2 feet per 100 additional persons.

To accommodate over 1,000, additional width of 1 foot per 100 additional persons.

The buildings of composite construction must have exits 3 feet in width per 100 persons accommodated. Frame buildings, being limited to one story, are cared for by two 3-foot exits.

*Fire escapes.*—The decision as to number, location, and character of fire escapes is left more to the discretion of officials than anything connected with fire protection. Thus far in the discussion it has been mainly a question of the *law* on stairways, exits, etc. Now it becomes largely a question of *technical judgment* exercised under law. The local fire officials in Iowa are allowed to determine the number of fire escapes, if more than one is to be erected. In Indiana the local or the State fire officials may determine both the number and the type of escapes, though the more vital questions go to the chief inspector of the State. In Virginia, by State law, the city council in municipalities, elsewhere the county supervisors, decide upon character and design of escapes. The Kentucky law gives full control of fire escapes in cities of over 10,000 to the local fire chief. The Michigan law permits factory inspectors, whenever they see fit, to require schools of over one story to be provided with fire escapes, and to make out specifications for the same. The State fire marshal of Maryland may compel the erection of such means of exit as he judges proper, and the commissioner of labor in Nebraska also has very large powers. The regulation of fire escapes in New Jersey and Vermont is left to central administrative authorities—to the State board of education in the former, and to the State board of health in the latter. Eleven

States rely in part or wholly upon administrative regulations, 13 upon statutory requirements.

*Relation to height of building.*—The height of the buildings affected is of great consequence. The Maine, Massachusetts, and Maryland laws do not state what height of building is within the statute, and the same is true of the administrative rules of New Jersey and Vermont. The Ohio law requires exterior escapes even from one-story buildings, unless of fireproof construction. One or more escapes for all buildings over one story is the standard in California, Michigan, and North Dakota. Only those over two stories are covered in Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Missouri, Nebraska, New Hampshire, New York (except New York City), Oklahoma, Pennsylvania, Rhode Island, and Wisconsin. The Virginia law applies only to buildings over three stories.

*Number of escapes.*—In the majority of cases the legal number of fire escapes is indefinite. The Indiana, Iowa, Kansas, Kentucky, and Wisconsin statutes speak of "one or more," and many other States leave the inquirer in doubt. Scarcely a half dozen have standardized their regulations on this point. Illinois and Missouri schools must have one escape for every 50 persons above the second story. Pennsylvania schools must have two escapes if there are over 100 people above the second story. Oklahoma is more strict, with an escape for every 30 above the second story; Nebraska cuts the number to 25. New Hampshire adopts a different basis, viz, one escape for every 150 feet or fraction thereof that the building measures in length. Rhode Island's law directs that the escape or incombustible stairs be at each end of the building.

*Accessibility.*—The accessibility of fire escapes was to some slight extent discussed under "Exits."<sup>1</sup> This was unavoidable, since some of the laws make no distinction between those exits leading to fire escapes and those used for ordinary purposes. Escapes are usually reached through windows, but in Massachusetts, New Jersey, and New York doors must be used. In New Jersey it is provided that the doors for this purpose must be cut to floor level. The means of access shall be one or more windows at each story in Illinois, Indiana, Iowa, New Hampshire, Oklahoma, and Pennsylvania; two windows at each story in Nebraska; and "at least two" at each story in Wisconsin. North Dakota demands that the escape be accessible from each schoolroom. Idaho, Maine, and Missouri stipulate only that the escape shall be accessible from each story. In the following States the means of access just mentioned apply only above the first story: Indiana, New Hampshire, New York, North Dakota, and Wisconsin. The Michigan law speaks of "landing and balconies at each story above the first," but does not mention their accessibility.

<sup>1</sup> See pp. 40 and 41.

From the standpoint of the interior of the building, a few miscellaneous provisions relate to exits to escapes.<sup>1</sup> In Florida the State superintendent has decided that all doors and windows leading to fire escapes shall be labeled accordingly; and Vermont and Pennsylvania have a similar regulation. According to the Iowa and Oklahoma statutes, signs at all landings and in all rooms shall signify the location of escapes. Massachusetts fixes 5 inches as the minimum height of the letters that shall be used to mark each exit; Ohio compels the use of letters 6 inches high. In Indiana the lower sash of windows must open outward or upward. Window exits in Ohio are indirectly prohibited. They may lead only to a type of fire escape that is not to be used on schools.

*Landings for escapes.*—Another point closely connected with accessibility of escapes is the custom of placing landings or balconies opposite exits. Platforms of some sort must connect with exits in Indiana, Iowa, Maine, Massachusetts, Michigan, Missouri, Nebraska, New Hampshire, North Dakota, Ohio, Oklahoma, Pennsylvania, Vermont, and Wisconsin. In Ohio there must even be landings between stories if necessary to keep flights from exceeding 18 risers. Massachusetts regulations say not exceeding 15 nor less than 3 risers in stairs. No winders are permitted. Balconies must be provided with railings in Indiana, Maine, Massachusetts, Missouri, Nebraska, Ohio, Pennsylvania, Vermont, and Wisconsin. The railing is to be 3 feet high in Indiana, Missouri, and Pennsylvania. Vermont demands 2 feet 10 inches; Wisconsin 2 feet 9 inches. Ohio varies the standard from 2 feet 6 inches to 4 feet, according to circumstances. In Vermont and Nebraska the space below the railing must be filled in with some sort of netting. Commonly the rail is specified to be of the same incombustible material as the fire escape itself. The floor of the landings has not been overlooked. In Nebraska it must be on a level with the story, and in Vermont not more than 9 inches below the sills of communicating windows. In Ohio this is reduced to 7 inches. The size of platforms is mentioned in the statutes of at least four States; in Vermont they must be 4 feet wide; in Wisconsin, 3 feet 4 inches; in Nebraska, as wide as the windows and 2 feet deep; in Ohio, not less than 3½ feet square in any case, and under some circumstances larger still. The load capable of being borne per square foot of landings brings out some difference of opinion. The Nebraska law calls for strength sufficient to bear a load of 300 pounds per square foot, but 75 and 80 pounds is the average regulation as shown by the laws of Ohio, Pennsylvania, Vermont, and Wisconsin.

*The materials of escapes.*—It seems scarcely necessary to enter into a review of the material to be used in the construction of escapes,

<sup>1</sup> References bearing on this paragraph are given under "Exits" in Table 3.

since the very term "fire escape" implies incombustible material. Most of the laws are carefully framed; such expressions are found as "fireproof," "incombustible," "iron," "wrought iron," "steel," etc. The type of the escapes is very important and does not show so great uniformity. Aside from the discretion vested in certain executive authorities, the statutes and published regulations of administrative bodies make possible the following summary of permissible structures for fire escapes:

Ladders—Idaho, Iowa.

Ladders or stairs—Illinois, New Hampshire, Oklahoma.

Stairs—Massachusetts, Missouri, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Vermont, Wisconsin (not retroactive).

Stairs, chutes, or toboggans—Nebraska.

*How made secure.*—Safety of escapes is contemplated by several provisions that have to do with the method of fastening to the building. Indiana requires that the fastenings extend clear through the wall. Wisconsin calls for the support of the stairs by the balcony, and of the balcony by brackets. Ohio provides for three different forms or types of escape. One is supported by brackets from the wall of the building. Another may run parallel with or at right angles to the wall of the building, and is independently supported by columns at a distance of at least 2½ feet from the building. The third is a tower 8 feet from the building, with the stairs between any two adjacent stories broken into two flights running in opposite directions. Bridges connect this type of escape to the building at each story.

*Extent of escapes.*—When the extent of escapes is mentioned, aside from accessibility at different stories, it is principally to insure that the inmates shall be able to reach the ground without delay or danger. Missouri, for instance, provides that the escapes shall extend to the ground. Indiana requires a drop ladder 16 inches wide from the lower platform to the ground. Wisconsin substitutes for the drop ladder a permanent balance stairway. Ohio interdicts the use of any outside stairway or fire escape unless it comes within 8 feet of the grade line.

*Slant.*—Slant is regulated in two ways. The maximum degree of slant is set down as 45° in Indiana, Pennsylvania, and Wisconsin, and as 55° in Missouri. The matter is settled in other States by the regulation of treads. The maximum height and width of tread in New Jersey are 7 and 10½ inches, respectively. This tends toward a slant of less than 45°. Vermont fixes the angle satisfactorily with a minimum tread of 9 inches and a maximum rise of 8½ inches. Ohio does likewise with a fixed tread of 10 inches and a riser of 7 inches.

*Railings.*—Handrails on escapes, apart from platforms, are required on both sides in some States even when the escape does not diverge from the building. Vermont fixes a minimum of 2 feet 10

inches, North Dakota one of 2 feet 6 inches, Wisconsin one of 3 feet. New Jersey leads all with a screen 5 feet high on the outside. Ohio has a varying requirement of from 2 feet 7 inches to 3 feet 7 inches, the distance to be measured perpendicularly from the nosing of the step.

*Miscellaneous.*—The width of escapes varies widely, as can be seen from the following:

Inches.

20.—Nebraska.

22.—Wisconsin.

24.—Pennsylvania.

36.—New Jersey, North Dakota.

40-44.—Ohio.

So also is there variation in standards for strength of escapes. Pennsylvania places 400 pounds as the load per tread; Vermont places only 200. Vermont figures throughout on a safety factor of 4. Vermont, too, requires a strength of 100 pounds per step for the flight as a whole; Wisconsin insists on 150 pounds; Ohio has several provisions of a like character. Escapes are not to pass a window unless unavoidably (Missouri); if they pass a window, the window is to be glazed with wire glass (New Jersey). All surfaces of platforms and stairs shall be of "rough diamond" to prevent slipping (Nebraska). Besides the stair escapes there shall be in each room above the second story a rope 1 inch in diameter securely attached to a chain over a window. This rope shall be long enough to reach the ground (Pennsylvania). Maine, Massachusetts, New York, Ohio, Vermont, and Wisconsin, especially warn that all escapes shall be kept free from various obstructions, such as snow, ice, etc. The doors to escapes must not be bolted or locked during school hours (New York).

*Penalties.*—Penalties are more consistently announced by the various States for violation of the laws on fire protection than for the violation of any other provision in the whole code of school hygiene. Not all of these have been noted in the examination of statutes, but some samples have been collected. Michigan is one of the most severe, with a fine of from \$100 to \$1,000 and imprisonment of from three months to a year. Imprisonment is not a rare penalty, however.

*Alarms and fire-fighting apparatus.*—In five States schools of certain sizes must have a fire-alarm system. Schools of over three rooms come under the law in Minnesota. In Connecticut and Ohio (except one-story buildings without a basement) there must be gongs located in the halls and operated from each story; but in Connecticut a bell in each room, similarly operated, may replace the gong. In Montana there must in all schools of over 30 pupils be a fire gong operated from each room and from the basement. In Florida special gongs to be

used for fire signals only must be capable of operation from both the basement and the office floor, and a fire-alarm box must be located in the principal's office.

One chemical fire extinguisher on each floor is required in Florida, Kansas, and Minnesota; one for each 2,000 square feet of floor area or less on each story above the basement in Ohio; one on each story above the first in Minnesota (if there be over two stories). Massachusetts requires that there be in readiness on each story above the second pails of water or other portable apparatus, or a hose attached to suitable water supply and capable of reaching any part of the story. Maine demands that each story above the first shall be equipped with some portable fire apparatus or a hose attached to a suitable water supply. In Ohio a standpipe and a hose in the basement are sufficient, unless a 75-foot hose will not reach all parts of the building, in which event other standpipes must be constructed. In Minnesota, buildings over two stories used for educational purposes shall, "when practicable," be provided with a 1½-inch inside standpipe with sufficient 1½-inch hose connected therewith on each floor and sufficient pressure either constantly maintained or available through pumps at a moment's notice, or a 2½-inch metallic standpipe on the outside with accessible connections at each story. In cities and villages where there is a water supply, Wisconsin requires that there shall be attached to fire escapes a 3-inch standpipe, but no connection must be maintained except on the roof.

*Drills.*—The importance of fire drills has appealed to several States. Florida specifies drills for public schools only; Michigan and Iowa, for public and private schools. It is probable that most of the other States contemplate only the public schools in prescribing drills. The drills must occur as often as once a month in 9 of the 11 States maintaining them; in Washington, semimonthly; in Montana, weekly. The size of schools that must practice the drills varies in the following manner for the different States:

Schools subject to law on escapes, exits, and fire-fighting appliances—Pennsylvania.  
Schools of over—

30 pupils—Montana.

50 pupils—Vermont, Washington.

50 pupils in average daily attendance—Ohio, Oregon.

100 pupils—Kansas.

100 pupils and over 1 story high—New York.

Schoolhouses over 1 story high—Iowa.

Florida and Michigan do not state any exceptions to the liability to keep up the drills. Very little other direction is given for this exercise. The drills in Florida are to include movement with unobstructed exits and the diversion of the lines to exits not regularly used, as well as the use of fire escapes. In Pennsylvania the drill is to include the use of the escapes and other appliances.

## VII. LIGHTING.

Though the lighting of schools has not received the stress in regulations and statutes that hygienists claim it deserves, the aspects of the matter regarded in different States have been to a considerable extent the same, thus making a tabular presentation of some value.

TABLE 4.—*Lighting.*<sup>1</sup>

States.	References.	Light ratio.	Direction.	Height of windows.	Color of walls, ceiling, shades.	Miscellaneous.
Delaware.....	Sixteenth Bien. Rep. of State Bd. of Health, p. 72.		XA'ma			
Indiana.....	School Law, p. 134; Bull. 1913, No. 52, U. S. Bu. of Ed., p. 11.	L m a ; XA'ma	Lma	Lma	Lma	XA'ma.
Louisiana.....	Pub. School Laws, p. 125.	XA'ma	XAma	XAma	XAma	
Minnesota.....	Rules, Dept. of Ed., Bull. 66.	XAma	XA'm	XA'm	XA'm	
Montana.....	Regulation 26, State Bd. of Health; Laws of 1913.	XA'm (towns over 1,000); Lma	XA'm (towns over 1,000); Lma	XA'm (towns over 1,000); Lma		
New Jersey.....	State Building Code.....	XAma	XAma			XAma.
North Dakota.....	Gen. School Laws, p. 103.	Lma	Lma			Lma.
Ohio.....	State Building Code, part 2, title 3.	Lma	Lma	Lma		
Pennsylvania.....	School Code, p. 42.	Lma	Lma			
South Dakota.....	Bien. Rep. of Supt. of Pub. Instr. (1910-1912), p. 155.		XAma	XAma		XAma.
Texas.....	Law effective July 1, 1913; acts of 1913, ch. 120.	Lma	Lma	Lma		
Vermont.....	Regulations State Bd. of Health issued May 1, 1911.	XA'ma	XA'ma	XA'ma	XA'ma	
Virginia.....	School Laws, pp. 43-44.	LXBMa	LXBMa			

<sup>1</sup> For explanation of symbols, see p. 7.

**Light ratio.**—Students of school hygiene have, as a rule, decided on 1 to 5 as the proper ratio of window area to floor area, and legislative enactments and administrative rules have usually followed this minimum. The standards in different States, so far as established, are exhibited below:

1 to 4—Virginia.

1 to 5—Indiana (if light is from the north), Minnesota, New Jersey, North Dakota, Ohio (study, class, and recitation rooms, and laboratories), Pennsylvania, Vermont (1 to 4 recommended).

1 to 6—Indiana, Texas.

1 to 7—Louisiana, Montana (all schools).

1 to 10—Ohio (play, toilet, and recreation rooms).

It is not infrequent to find "actual glass area" mentioned instead of "window area." North Dakota permits the use of reflecting lenses to offset a deficiency in actual lighting area; New Jersey will allow a 10 per cent deficiency to be corrected by the use of prism glass in the upper sash.

**Direction of light.**—Under the head of "Direction of light" a number of possible rules may be taken up. Children must not sit facing a

window (Delaware, Pennsylvania, South Dakota, Texas). A stronger provision is for light from the left, or left and rear only (New Jersey, North Dakota, Ohio, South Dakota, Vermont, Virginia). Montana's law for light is from left and rear. Indiana is the only State which has gone to the logical limit in protecting the eyes of both pupils and teachers by permitting light only from the left, except for left-handed students. This exception is without force obviously, since nowhere have left-handers been segregated. Minnesota and Texas have also gone some distance toward unilateral lighting, but in Minnesota exception is made of those unusual classrooms over 24 feet wide. Texas demands that the main light come from the left in all 1-room schools, and in larger schools as nearly as architectural demands and the systems of ventilation will permit.

The Minnesota Department of Education is the only body that has referred in regulations to the points of the compass from which light should come. This solitary instance in itself is evidence of the disagreement that still obtains among those who have thought and written so much on this particular subject. The Minnesota regulation is:

Buildings shall be so placed that each room, except such as may be herein specified, shall receive sunlight during some part of the day. Laboratories, manual training rooms, rooms for mechanical and freehand drawing, and other rooms not continuously used for recitation and study, may be lighted from the north. Light from the east is most desirable. Light from the west holds second place. Light from the north as well as from the south should be avoided in school rooms and study rooms.

*Height of windows.*—Closely allied to direction of light and light ratio is the height of the windows. Hygienic considerations apply especially to the height of their tops. Minnesota, South Dakota, and Vermont require that the windows shall approach as near the ceiling as possible under the usual architectural limitations. Indiana and Montana make the permissible difference in height of ceiling and of windows not over 1 foot. Ohio makes it 8 inches, Texas reduces it to 6. It is apparent, nevertheless, that however close windows may come to the ceiling, a low ceiling in a broad room will prevent proper lighting. Hence we find in Ohio that the height of the window head above the floor must always be 40 per cent of the width of the room, if lighting is unilateral. And in Texas no part of a study hall or classroom is to be further from the window than twice the height of the window from the floor, except where adequate skylights are provided. The height of the window sill from the floor may also be of hygienic significance if the room is ventilated by windows. No maximum distance from the floor is given in any State, but the minimum is 4 feet in Indiana and Vermont, 3½ in Texas.

*Interior color scheme.*—The color of walls, ceilings, and window shades is deserving of far more attention than it has so far received.

Indiana directs that the shades shall be of some neutral color, "as blue, gray, slate, buff, or green." In Vermont they are to be gray or buff, two for each window, hung in the center, so that either the lower or the upper half may be shaded. Minnesota has nothing on color, but has declared that translucent rather than opaque shades shall be used. Indiana takes ground for a neutral color for walls and ceilings also, such as "gray, slate, buff, or green." Vermont requires light gray, buff, or greenish walls.

*Miscellaneous.*—Among the miscellaneous provisions there are some interesting clauses from the Ohio statutes on exposure and artificial lighting. No room containing windows for lighting any schoolroom shall be nearer than 30 feet to any opposite building, structure, or property line, nor may windows used for lighting schoolrooms open on courts, unless the wall of the court opposite such windows is at a distance equal to the height from the lowest window sill to the top of the wall of the building. This insures that direct light may come from an angle not over  $45^\circ$  from the horizontal. A similar condition is secured as to areaways for lighting basement windows, by requiring that the width of the area shall be equal to the height from the lowest window sill to the adjoining grade line. In Indiana, whenever any external object interferes with the proper lighting of a schoolroom, prism glass is to be used for the proper projection and diffusion of the light.

New Jersey and South Dakota have tried to guard against cross shadows by directing that windows be as close together as possible. Indiana confines ceilings within the limits of 12 to 14 feet, and does not permit rooms over 25 feet wide. The window sash shall not have over four lights, and the tops of all windows shall be square.

If gas is used in Ohio schools there shall be a minimum of one 3-foot burner—

Per 15 square feet floor area in auditoriums and gymnasiums.

Per 24 square feet floor area in halls and stairways.

Per 12 square feet floor area in class and recitation rooms.

Burners shall be placed 7 feet above the floor line and on fixtures that do not move or swing. If electricity is used there shall be a minimum of 1 candlepower—

Per 2½ square feet floor area in auditoriums and gymnasiums.

Per 4 square feet floor area in halls and stairways.

Per 2 square feet floor area in class and recitation rooms.

Indiana is less precise, but calls for fixtures for artificial lighting to be placed near the ceiling and the rays to be deflected upward by proper shades.

## VIII. HEATING.

In this section the apparatus employed for heating will be ignored as far as possible, that the subject of ventilation may be left for consideration at its proper place. The consequence is that provisions affecting heating will be found unusually homogeneous. The primary concern is the temperature of the various rooms. This is to be kept at 70° F. in all sorts of weather in Delaware,<sup>1</sup> Idaho,<sup>2</sup> Indiana,<sup>3</sup> Massachusetts,<sup>4</sup> Montana,<sup>5</sup> New Jersey,<sup>6</sup> New York,<sup>7</sup> Pennsylvania,<sup>8</sup> South Dakota,<sup>9</sup> and Vermont.<sup>10</sup> The statutes of two of these States speak of the "average" temperature as 70°, but the meaning of "average" is doubtful. Possibly it means at some reasonable height above the floor. The required temperature in Montana applies only to schools in towns with over 1,000 population. In Massachusetts it applies to corridors as well as rooms. Ohio makes a differentiation between rooms.<sup>11</sup> The heating system there must be able to maintain in all corridors, hallways, playrooms, toilet rooms, recreation rooms, assembly rooms, gymnasiums, and manual training rooms a uniform temperature of 65° in zero weather; but all other parts of the building must be kept up to 70°. An exception is made, however, in favor of rooms with one or more open sides, used for open-air schools. Indiana covers emergencies for which no one may be responsible by providing that if the temperature falls to 60° or below without immediate prospect of 70° F. being attained, the school shall be dismissed.<sup>12</sup> The North Dakota law merely reads that the fresh air shall be warmed to 70° F.<sup>13</sup>

*The jacketed stove.*—The abuses that arose a generation ago from seating pupils adjacent to a direct source of heat have largely been abolished; they went with the unjacketed stove. This insanitary contrivance has been disposed of in many States by modern requirements regarding ventilation which the unjacketed stove can not meet. But in a few cases actual prohibitory legislation or ruling has been judged necessary. Indiana demands a jacket of two sheets not less than three-fourths of 1 inch apart.<sup>14</sup> The outer sheet is to

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<sup>1</sup> Rule State Bd. of Health, Sixteenth Blen. Rep. State Bd. of Health, p. 72.

<sup>2</sup> Rule XXXIX of State Bd. of Health.

<sup>3</sup> School Law, p. 135.

<sup>4</sup> Rules of Inspector of factories and public buildings.

<sup>5</sup> Regulation 26, State Bd. of Health.

<sup>6</sup> State Building Code.

<sup>7</sup> Ruling of Comms. of Ed., Circ. Letter of Aug. 1, 1912.

<sup>8</sup> School Code, p. 43.

<sup>9</sup> School Laws, p. 74.

<sup>10</sup> Regulations of State Bd. of Health, issued May 1, 1911.

<sup>11</sup> State Building Code, Part 2, title 3, sec. 21.

<sup>12</sup> School Law, p. 136.

<sup>13</sup> General School Laws, p. 103.

<sup>14</sup> Bull., 1913, No. 52, U. S. Bu. of Ed., p. 12.

consist of heavy galvanized iron, or other equally durable material, and to be lined with sheet asbestos; the inner jacket shall be of tin or some "equally efficient" metal. The jacket is to extend to the floor and be not less than 3 inches from the stove.

Pennsylvania demands merely some sort of a jacket.<sup>1</sup> Delaware permits the alternative of jacketing the stove or seating pupils at least 6 feet away from it. In South Dakota no plans will be approved by the State superintendent unless stoves have a metal jacket extending 1 foot or 2 feet above the stove, with arches around the bottom extending 8 or 10 inches from the floor.<sup>2</sup> All ventilating stoves in Ohio schools (and ventilation is required in every school) must have a jacket of galvanized or black iron, extending from a point 4 inches above the stove to the cast-iron tray on which the stove stands. This tray must be 3 inches high and of the same size as the inclosing jacket.<sup>3</sup> North Dakota tries to abolish the unjacketed stove by State aid.<sup>4</sup> Minnesota uses the same force to secure a shield of Russia iron or copper-plated steel, with a lining of asbestos and an inside lining of tin, with an ample air space between. Such a shield must stand 6 inches away from the stove and the lower edge must be not less than 12 inches above the floor.<sup>5</sup>

*Miscellaneous.*—Pupils are to be protected from drafts, too, according to a few provisions. Vermont and Massachusetts forbid drafts which result in differences of over 3° in temperature between any points on the breathing zone of the room. All sources of heat must be so jacketed in buildings hereafter constructed in Texas that desks near the source of heat shall not be more than 5° hotter than those on the distant side of the room, and systems of heating either classrooms or study halls shall be equipped with a regulator which will automatically control the temperature of the room to within 2° of any set standard.<sup>6</sup> If windows are relied upon for ventilation in Pennsylvania, they must be equipped with some device to protect pupils from currents of cold air. The Indiana law prohibits direct radiation in study rooms, but it may be used in halls, offices, laboratories, and manual training rooms. The Vermont Board of Health has advised that if the building is of wood, it can be made warm by using heavy building paper or filling in between the sheathing and lath with clean, dry sawdust. Pennsylvania requires a thermometer in every schoolroom or recitation room.

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<sup>1</sup> School Code, p. 42.

<sup>2</sup> Bien. Rep. Supt. Pub. Instr., 1910-12, p. 169.

<sup>3</sup> State Building Code, Part 3, title 10, sec. 1, 3.

<sup>4</sup> State Aid to Consolidated, Graded, and Rural Schools.

<sup>5</sup> Bull. No. 40, Dept. of Pub. Instr.

<sup>6</sup> Law effective July 1, 1913.

## IX. VENTILATION.

With less than half the States saying a word on ventilation, and about half of these using their power only through approval of plans for new buildings, conditions are far from what they should be. Table 5 shows the general status of the subject of ventilation to date.

TABLE 5.—*Ventilation.*<sup>1</sup>

States.	References.	Floor space.	Air space.	Rate of air change.	Location of inlets and outlets.	Size of inlets and outlets.	Windows or doors in ventilation.	Miscellaneous.
California	Rules and Regulations State Bd. of Ed., sec. 9.	.....	.....	.....	.....	.....	XAma.	.....
Delaware	Sixteenth Bien. Rep. State Bd. of Health, p. 72.	.....	.....	.....	.....	.....	XA'ma.	.....
Indiana	School Law, pp. 134, 135; Bull., 1913, No. 82, U. S. Bu. of Ed., pp. 11, 14, 15.	.....	Lma.	Lma; XA'ma.	Lma; XA'ma.	Lma; XA'ma.	.....	.....
Louisiana	Public School Laws, p. 125.	.....	XA'ma.	XA'ma.	.....	.....	XA'ma.	.....
Massachusetts.	Regulations of inspector of factories and public bldgs.	.....	.....	XA'ma.	.....	XA'ma.	.....	.....
Minnesota.	Rules, Dept. of Ed., Bull. 56.	XAma.	XAma.	XAma.	XAma.	XAma.	.....	XAma.
Montana.	Laws of 1913; Regulation 26, State Bd. of Health.	Lma.	Lma; XA'm (towns over 1,000).	.....	.....	.....	.....	XA'm (towns over 1,000).
New Jersey.	State Bldg. Code....	XAma.	XAma.	XAma.	.....	XAma.	.....	XAma.
New York.	Education Law, sec. 451; Circ. letter of Aug. 1, 1912.	XAmb.	XAmb.	XAmb.	.....	.....	.....	XAmb.
North Dakota.	Gen. School Laws, p. 103; State Aid to Consolidated, Graded, and Rural Schools.	LXAma	LXAma	LXAma	XAeb.	XAeb.	.....	XAeb.
Ohio.....	State Bldg. Code, part 2, title 3; Ibid., part 3, title 10; School Laws, 1914, S. B. 9.	Lma.	Lma.	Lma.	Lma.	Lm	.....	Lma.
Oklahoma.	Second Bien. Rep. State Pub. Health Dept., pp. 246, 247.	.....	XA'ma.	.....	.....	.....	XA'ma.	.....
Oregon.....	School Laws, p. 43.	.....	.....	.....	.....	.....	Lma	.....
Pennsylvania.	School Code, pp. 42-43.	Lma.	Lma.	Lma.	.....	.....	Lma	.....
South Dakota.	School Laws, sec. 237; Bien. Rep. of Supt. of Pub. Instr., 1910-1912, p. 159.	Lma.	Lma.	Lma.	XAma.	XAma.	.....	XAma.
Texas....	School Laws, p. 92; law effective July 1, 1913; acts of 1913, ch. 120.	.....	.....	Lma; XA'ma.	Lma.	.....	.....	Lma.
Utah.....	School Law, p. 30.	Lmb.	Lmb.	Lmb.	.....	.....	.....	Lmb.
Vermont.	Regulations of State Bd. of Health.	XA'ma.	XA'ma.	XA'ma.	XA'ma.	XA'ma.	.....	XA'ma.
Virginia..	Laws of 1908, ch. 187; School Laws, pp. 43, 45.	LXBmb	LXBmb	LXBmb	.....	.....	.....	LXBmb.
Washington.	School Laws, p. 124.	.....	.....	.....	.....	.....	XAma.	.....
West Virginia.	Code, Annotated, 1906, sec. 4382; acts of 1915.	.....	.....	.....	.....	.....	.....	LXA'pa.
Wisconsin.	Laws of 1907, ch. 600.	.....	.....	.....	.....	.....	.....	LXApe.

<sup>1</sup> For explanation of symbols, see p. 7.

*Floor space.*—The figures given are probably not supposed to apply to assembly rooms, but to study and recitation rooms. This is stated plainly in some of the laws. Ohio is the only State which has varied the amount according to the age of the students. The minima in square feet per pupil are as follows:

Sq. ft.

12—North Dakota.

15—Montana, New York, Pennsylvania, Utah, Virginia.

16—Ohio (primary grades).

18—Minnesota, New Jersey, Ohio (grammar grades), South Dakota<sup>1</sup>, Vermont.

20—Ohio (high schools).

35—Minnesota (rooms for manual training or domestic science).

*Air space.*—Minima in air space per pupil may be fixed either in gross or by specifying the floor space per pupil and also the height of ceiling. Where the two methods have been combined, it sometimes happens that the air space required is greater than the product of minimal floor space and height of ceiling; hence at least one of the minima must be exceeded. Where this is the case the figures in parentheses are given to indicate the legal minima in floor space and ceiling height. The numerals at the beginning of each line below is the minimum cubic feet of air space per pupil.

Cu. ft.

200—Louisiana, Montana, New York, North Dakota (12 by 12) Ohio (primary grades), Pennsylvania, Utah, Vermont, Virginia (12 by 15).

216—Minnesota, New Jersey, South Dakota.

225—Indiana, Ohio (grammar grades), Oklahoma.

250—Montana (towns over 1,000), Ohio (high schools).

Ohio has also a varying arrangement for ceilings, significant for lighting as well as for ventilation. The minimum height for toilet, play, and recreation rooms is 8 feet; for all other rooms not less than half the average width of the room, and in no case less than 10 feet.

*Rate of air change.*—Nothing in school hygiene is more conventionalized than the amount of fresh air per pupil per minute. Thirty cubic feet is the standard in all the States listed in this column of Table 5, with the exception of Ohio. The requirement is not unconditional, however, in each case. In Pennsylvania it does not affect even the new buildings which are only one story high and cost less than \$4,000. The possibility of the use of windows is suggested by three States that say nothing on windows in their legislative or administrative requirements; Massachusetts holds for 30 cubic feet of fresh air if the outside air is below 30° F.; Minnesota maintains the 30 cubic feet only when outside and inside temperatures differ by over 30° F.; Texas waives the minimum except in cold weather. There is also a rule of the Texas State Board of Health that 50 cubic

<sup>1</sup> State Bd. of Health, Bull., July, 1913, p. 37, par. 103.

feet per minute shall be furnished, but the legislative enactment calling for 30 cubic feet is so much younger as to suggest that the rule of the board of health had fallen into abeyance, if it were ever effective. The Ohio law states that the air in all parts of the building, except corridors, halls, and storage closets, shall be changed at least six times per hour. In view of the minimum air space per pupil this would mean from 20 to 25 cubic feet per pupil per minute.

Rate of air change is measured in various ways, some of which are very misleading. Indiana alone has described how the calculation is to be made. The rules of procedure of the State board of health are as follows: The anemometer test shall be made over the foul-air vents in the classrooms, if jacketed heaters or gravity systems are used; over the fresh-air inlet of the fresh-air room and the fresh-air inlet in classrooms, if a plenum system is in use; at the fresh-air intake and at the foul-air vents in classrooms, if a double system of mechanical ventilation is in use. In every test five readings shall be taken, one near each corner and one at the center of the air opening to be tested. A deduction of 5 per cent shall be made for a grill in the air opening. The inlets in buildings of over one room are to be screened with 8-inch gauge wire of  $1\frac{1}{4}$ -inch mesh. This accounts for the small deduction made for grill work.

*Location of inlets and outlets.*—On the position of inlets and outlets, either in relation to each other or to the room, seven States have had something to say. They must be on the same side of the room in Indiana (in buildings of over one room), Minnesota, North Dakota, and Vermont (usually). For the larger schools it is common to find the inlets placed well up on the walls. In Indiana the height is not less than 5 feet above the floor. Minnesota and Ohio place inlets 8 feet or more above the floor, but Ohio permits foot warmers in the floor. Vermont says merely that they must be near the ceiling, while North Dakota goes no further than to forbid their being in the floor. Vents are to be placed at floor level in Indiana, Minnesota, and Texas; at or near the floor level in North Dakota and Vermont; not over 2 inches above the floor line in Ohio; at the base of the chimney in South Dakota. If the wardrobe is not separated from the classroom, the vent shall be placed in the former (Indiana, Ohio). "Foot warmers" in the floor are forbidden in Indiana.

*Size of inlets and outlets.*—The size of flues may be governed by their relationship (1) to the size of room, (2) to the size of other flues, (3) to the size of registers. Very different bases have been adopted for the determination of size of flues in relation to size of room. Indiana requires only that ventilating ducts shall be ample to withdraw the air four times per hour, but the State board of health has standardized with commendable accuracy and has made somewhat different requirements when the foul-air and smoke vents are

separate than when they are the same or when a different system of ventilation is employed. The cubic feet of air space in the room is the guide; but if ceiling height is figured at 12 feet, the minimum permitted, we can approximate the minimum ratio of cross section of inlet to floor area. For one-room buildings it will vary according to conditions from about 1 to 350 to 1 to 650, which is considerably less than in the other States compared in the next paragraph. For the larger buildings with plenum systems of ventilation inlets may have a minimum cross-sectional area of 9 square inches for each occupant, while for gravity systems the minimum is 16 square inches per occupant. Supposing the room once again to have the minimum ceiling of 12 feet and to be filled to its capacity of one person per 225 cubic feet of air space, the ratio of cross section of inlets to floor area would be about 1 to 300 for a plenum system and 1 to 170 for a gravity system.

For an ordinary one-room school with a jacketed stove and 30 pupils in the room Vermont demands an inlet 24 inches by 30 inches; New Jersey fixes 1 square foot per 10 pupils as the cross section of intakes. South Dakota and Minnesota make the size of intakes dependent upon floor area. By utilizing the minimum requirements of floor area per pupil, we can secure a ratio between the cross section of inlets and the floor area for comparison of the four States as follows:

- 1 to 108—Vermont.
- 1 to 144—South Dakota.
- 1 to 160—Minnesota (gravity system, connected with furnace or steam plant).
- 1 to 180—New Jersey.
- 1 to 270—Minnesota (plenum system).
- 1 to 400—Minnesota (buildings of less than four rooms with furnaces or jacketed stoves).

The results for Minnesota, at least, are quite closely comparable with those for Indiana (see preceding paragraph).

*Absolute minima.*—Minnesota has also set absolute minima, regardless of the size of the room. The State superintendent, in passing upon applications for State aid, will hold for inlets and vents 15 inches in diameter for one and two-room schools. These minima will maintain the ratio 1 to 400 for rooms 18 feet by 24 feet to 18 feet by 27 feet. For furnace heat and homemade systems of ventilation the State superintendent in granting State aid stands for inlets and outlets 20 inches by 20 inches, the latter perhaps containing a smokestack of 8 inches diameter. The fixed minima for inlets and outlets in Indiana is 12 inches by 12 inches.

*Relative size of inlets and outlets.*—Consideration of the size of flues in relation to size of other flues means a comparison of inlets and outlets. Usually the requirement is that the outlets shall be at least

as large as the inlets (Massachusetts, New Jersey, Ohio, South Dakota). The State superintendent of North Dakota takes the opposite view. In Indiana, however, the policy is reversed according to the method of ventilation employed. If it is the plenum, the inlets may be 10 per cent smaller than the outlets; if it is by gravity, the outlet may be one-eighth smaller than the inlet.

*Relative size of registers and flues.*—Registers of the same size as the horizontal area or cross section of warm-air ducts are branded as inefficient in Minnesota. The State superintendent asks for an excess of 25 per cent in register area over flue area, to compensate for grill work, whereas in Indiana an allowance of but 5 per cent is made for this factor. Registers for vents are declared unnecessary in Minnesota, and forbidden in Indiana except with stoves and heaters. The latter State permits an approved damper to close the vent when not in use. The Ohio law calls for vent registers 50 per cent larger than vent flues, if a register is used.

*Windows or doors in ventilation.*—A half dozen States frankly admit their reliance upon doors or windows for ventilation. This is seen in the requirement that all windows must lower from the top and raise from the bottom (Delaware); that windows must be capable of being lowered from the top and the transoms opened (Louisiana); that if windows alone must be relied upon they must be readily adjustable at top and bottom (Pennsylvania). More direct is the rule that doors and windows shall be opened at each intermission to flood the room with fresh air (California, Indiana, Oklahoma, Oregon, Washington).

*Miscellaneous.*—Miscellaneous regulations on ventilation can not be conveniently summarized because of their diversity. A few general provisions may be placed first: There must be a satisfactory means of exhaust and "some form of forced ventilation in buildings of more than four rooms" (Montana). There shall be facilities for exhausting the foul air "independently of atmospheric changes" (New York, Utah, Virginia). Rural schools which, among other things, install "an adequate system of ventilation" are entitled to special State aid of \$50 per year for three years (Wisconsin). The State superintendent is empowered to fix the standards, and the county and district superintendents are empowered to rule whether the standards are met.<sup>1</sup> The State board of health "shall also examine into and devise as to \* \* \* the ventilation and warming of public halls, churches, schoolhouses," etc. (West Virginia). The velocity of the air introduced shall not be over 300 feet per minute (New Jersey), or it shall be between 300 and 400 feet per minute (New York). In a steam gravity system for each square foot

<sup>1</sup> These standards were briefly referred to on p. 55. ante.

of horizontal area of fresh-air flues there must be 50 square feet of indirect radiation, and an accelerating coil equivalent to not less than 20 square feet shall be provided for each vent flue (Minnesota). The object of the first part of this provision is the heating of the fresh air, a point that is not overlooked by the State superintendent in examining petitions for State aid. Fresh air must be heated before it is discharged into the schoolroom (North Dakota). The introduction of fresh air at the base of a direct radiator is prohibited (Minnesota). Each classroom must have separate inlet and outlet flues (New Jersey). The smoke pipe from a jacketed stove shall enter the vent flue not over 6 feet from the floor (Vermont). An approved ventilating stove is allowed in one and two room buildings (New Jersey). The State superintendent in approving plans will expect the cold-air duct to be lined with metal, with the outer end so sloping as to keep it dry and all openings screened against entrance by animals (South Dakota). In a plenum system of ventilation the air pressure inside the room shall be in excess of that outside (Minnesota). By a separate system of ventilation through vertical flues, hoods shall be provided in all domestic-science rooms and chemical laboratories sufficient to conduct away offensive odors. This system shall be operated by electric fans if an electric current is available or by accelerating coils if steam or hot water is used for heating (Ohio). Gas plates or gas stoves used in connection with either cooking or laboratory work shall be connected by hoods with a separate vertical vent flue, in which an upward draft shall be constant (Indiana).

*Humidification.*—One item certainly merits the distinction of a separate paragraph. In Minnesota the State superintendent, before he allows State aid to any school, requires that furnace heaters be supplied with a reservoir to humidify the air on its way to the schoolroom. If other simpler forms of heating are in use, an evaporating dish or vessel must be properly placed near the source of heat. An exception is made in favor of steam heat.

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## X. CLEANING AND DISINFECTING.

*Ordinary and extraordinary cleaning and disinfecting.*—Provisions for cleaning and disinfecting in relation to the school plant in general are considered here, since discussion of the special care of toilets and outbuildings has been shifted to the section which treats of those accommodations. In over one-fourth of the States only has this important subject been controlled in any degree outside the districts themselves. Some of the laws or regulations are almost model; others are wholly inadequate. State boards of health are to be thanked for nearly all that has been accomplished. Aside from

Connecticut,<sup>1</sup> Massachusetts,<sup>2</sup> Pennsylvania, and Wisconsin,<sup>3</sup> which prohibit by law spitting on the floor of any public building, and Louisiana<sup>4</sup> and Vermont, where the boards of health forbid spitting in any schoolroom; 12 States have entered this field; 9 of these provide for regular or ordinary cleaning or disinfecting; 7 States discuss special cases. Minnesota is disposed of by citing the unique requirement that "each entrance must be provided with foot scrapers and cocoa or steel mats,"<sup>5</sup> while the State superintendent of North Dakota has a similar condition when granting State aid.<sup>6</sup>

*Treatment of floors.*—Ordinary cleaning and disinfecting is covered by all sorts of provisions, such as special treatment of the floors, proper time for the work, prohibitions and prescriptions of methods, materials, etc. All floors except hardwood or tile must be oiled twice a year, and three times if school holds nine months. Oiling shall always be preceded by a scrubbing (Indiana).<sup>7</sup> All floors must be treated with some antiseptic dressing approved by the State analyst. They are to be scrubbed before each treatment, and treated often enough to keep down the dust (Louisiana).

*Frequency of cleaning.*—As to frequency of cleaning, etc., there are the following standards: All schoolhouses shall be cleaned and disinfected before the opening of each school year;<sup>8</sup> the janitor shall remove chalk dust daily and clean erasers outside (Indiana); floors shall be swept daily; desks, wainscoting, window sills, and blackboards must be wiped daily with a 1–2,000 solution of bichloride of mercury or a 3 per cent solution of carbolic acid; all schools shall be disinfected "before the beginning of each school session" (Louisiana).<sup>9</sup> In rural schools floors, interior woodwork, and windows shall be thoroughly scrubbed and cleaned every three months (Montana).<sup>10</sup> Balustrades of stairways and door knobs are to be wiped daily with a cloth moistened in a solution of formaldehyde or carbolic acid (Nebraska).<sup>11</sup> Every local board of health shall cause each schoolhouse in its jurisdiction to be disinfected every 30 days, except in vacation time (North Dakota).<sup>12</sup> In all cities a method of disinfection shall be adopted for the fumigation of schools at regular intervals of not more than two weeks (Pennsylvania).<sup>13</sup> Pennsylvania further requires that

<sup>1</sup> Acts of 1909, ch. 166.

<sup>2</sup> Act approved Mar. 2, 1908.

<sup>3</sup> Laws of 1911, ch. 407.

<sup>4</sup> School Laws, p. 125.

<sup>5</sup> Bull. No. 40, Dept. Pub. Instr.

<sup>6</sup> State aid to consolidated, graded, and rural schools.

<sup>7</sup> Book of Instructions to Health Authorities, issued by State Bd. of Health, p. 37.

<sup>8</sup> School Laws, p. 137.

<sup>9</sup> *Ibid.*, p. 126.

<sup>10</sup> Laws of 1913.

<sup>11</sup> School Law, p. 121.

<sup>12</sup> Laws of 1911, ch. 63.

<sup>13</sup> Purdon's Digest of Statute Law of State of Pennsylvania, pp. 606–609.

"all school directors, trustees, principals, and presidents of schools and colleges outside of cities \* \* \* pay prompt and regular attention to the disinfection of buildings used for educational purposes immediately after the discovery of any communicable disease within said building."<sup>1</sup> Floors shall be swept daily except on holidays; all wainscoting, window ledges, and furniture shall be wiped daily with a cloth dampened by an approved disinfectant; all removable rugs, cushions, and other upholstery are to be thoroughly aired and sunned by removal from the building weekly (Texas).<sup>2</sup> All sweepings must be removed daily; furniture and woodwork are to be wiped with a disinfectant solution once a month and with a damp cloth once a week (Virginia).<sup>3</sup> All schoolhouses, before school opens at the beginning of each school term, shall be thoroughly cleaned (Wisconsin).<sup>4</sup> The new Wisconsin law of 1913 requires the use of vacuum sweepers.

*Methods prescribed.*—Prescriptions of method are as follows: "Cleaning shall consist in first sweeping, then scrubbing the floors, washing the windows and all woodwork, including the wooden parts of seats and desks, and the disinfecting shall be done in accordance with the rules of the State board of health," dusting shall be done with an oiled cloth (Indiana); windows shall be thrown open after sweeping and the rooms thoroughly aired, disinfection follows the rules of the State board of health (Louisiana); the local or State board of health must approve all methods of disinfection (Pennsylvania); before sweeping, the floor shall be sprinkled with an approved disinfectant solution, saturated sawdust preferred (Texas); no disinfectant solution is necessary, but the floor must first be dampened with water, damp sawdust, or damp paper (Virginia).

*Practices forbidden.*—Several very common practices are forbidden in some States. Dry sweeping is tabooed in Indiana. No sweeping can be done until after dismissal for the day in Indiana, Louisiana, Texas, and Virginia. The Indiana State board of health orders that blackboards and erasers shall not be cleaned by pupils, nor until the session is over. With a single exception every rule is of State-wide application.

*Extraordinary cleaning.*—Extraordinary cleaning or disinfecting follows in seven States immediately upon the discovery in any school of any of a certain class of diseases. These are variously described as "communicable," "dangerous communicable," "contagious," "infectious," and "quarantinable." But three of the States have a special list of specific diseases that call at once for action.<sup>5</sup> This list includes

<sup>1</sup> Rules and Regulations, Aug. 15, 1911.

<sup>2</sup> School Laws, pp. 92-93.

<sup>3</sup> School Laws, p. 45.

<sup>4</sup> Laws of 1911, ch. 44; acts of 1913, ch. 274.

<sup>5</sup> See published rules of boards of health of various States.

scarlet fever, smallpox, and diphtheria in all three States, measles in two, and infantile paralysis, epidemic spinal-meningitis, and bubonic plague in one each. In Indiana and Michigan it is only the rooms attended by the stricken child that must be disinfected, but in the other States the entire building must be closed and treated. The method of disinfection is in the hands of the State board of health with one possible exception, and this body has been very careful in some States to explain everything to the minutest detail. Drawers, closets, and desks are opened. Books are stood on end, wide open. The rooms are made air-tight, kept sealed for six hours, then flooded with fresh air for another six. Corrosive sublimate solution may be afterwards used to wipe all clothes closets and desks; for metal fixtures a solution of carbolic acid in hot water is commonly employed. Formaldehyde is favored by most as the disinfecting gas.

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## XI. FURNITURE AND EQUIPMENT.

Two items of furniture and equipment at once occur to the mind as media with which the child is almost continually in contact during the school day. These are the books on the one hand, the desk and seat on the other. It is with these in some form that most of the rules under this section deal.

*Books.*—Two general classes of provisions affect books, (1) those which concern disinfection, (2) those that relate primarily to the hygiene of the eye. Rule XXI of the Idaho State Board of Health states that school or library books taken to a house where Asiatic cholera, smallpox, yellow fever, infantile paralysis, typhus fever, diphtheria (membranous croup), cerebro-spinal meningitis, or scarlet fever exists, must be destroyed. The State law also says that books belonging to any district which happen to be in the house of a pupil when he is confined with a quarantinable disease, must be disinfected by the attending physician before being returned to the school.<sup>1</sup> Rules of the Wisconsin<sup>2</sup> and Nebraska<sup>3</sup> State boards of health are equivalent to that of the Idaho board. The Oregon board requires that under similar conditions books shall be destroyed or properly disinfected before being placed again in circulation.<sup>4</sup> Since Dr. L. B. Nice reported in 1911 that nine States disinfect by steam or burn badly soiled books,<sup>5</sup> it may well be that the above data do not represent fully the present status. The statutes of Maine contain a useful provision that no second-hand books shall be purchased by any district.<sup>6</sup>

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<sup>1</sup> School Laws, p. 60.

<sup>2</sup> Rule 11.

<sup>3</sup> School Law, p. 121.

<sup>4</sup> Statutes relating to public health, etc., p. 48.

<sup>5</sup> Monthly Bull., Ohio State Bd. of Health, Aug., 1912, p. 272.

<sup>6</sup> Laws of 1909, ch. 131.

Alabama,<sup>1</sup> Florida,<sup>2</sup> Georgia,<sup>3</sup> Kentucky,<sup>4</sup> Louisiana,<sup>5</sup> Mississippi,<sup>6</sup> Missouri,<sup>7</sup> North Carolina,<sup>8</sup> Oklahoma,<sup>9</sup> and South Dakota,<sup>10</sup> legally authorize textbook commissions, usually of the State, sometimes of the county, to consider in the selection of texts such qualities as printing, type, paper, binding, etc. Oddly enough, these commissions appear not to have adopted definite standards.

*Seats and desks.*—On general furniture Delaware is at least explicit. The furniture must be modern according to the standards of the State board of education,<sup>11</sup> but what these standards are is a matter of doubt. Apparently they have not been published. Minnesota is the only State that has legally adopted single desks;<sup>12</sup> 20 per cent of all desks and seats in each room shall be adjustable in Indiana.<sup>13</sup> Adjustable furniture is not spoken of in either the Vermont statutes or in the rules of the State board of health, but the correspondence of the latter body shows that the schools at Newbury, Groton, and Royalton have been compelled to put in adjustable seats.<sup>14</sup> The Indiana health authorities in each locality are charged to see that the adjustable furniture is changed once or twice each year to allow for the growth of the pupils;<sup>15</sup> and the State health officers make some special requirements for crippled children. Desks shall be "of suitable size" (Minnesota). The State superintendent in South Dakota before approving plans will look carefully to the spacing of seats.<sup>16</sup> He will expect an interval of 9 inches from the back of the seat to the edge of the desk in primary rooms, 10 inches in intermediate grades, 11 or 12 inches in grammar grades, and 1 foot in the high school. He advises against the policy of placing different sizes of seats in the same row. The Vermont Board of Health describes the seat and desk in some detail.<sup>17</sup> The height of seat shall correspond to the length of the leg below the knee; the seat must be horizontal or slightly curved, the lower back convex, the upper back concave; the desk and seat are to overlap slightly, and the desk for writing to slant about 15°. The New Jersey State Board of Educa-

<sup>1</sup> Gen. Pub. School Laws.

<sup>2</sup> Digest of School Laws, p. 100.

<sup>3</sup> School Laws and Decisions, p. 50.

<sup>4</sup> School Laws, p. 338.

<sup>5</sup> Sec. Laws of 1910, Act No. 39.

<sup>6</sup> School Laws, p. 42.

<sup>7</sup> Revised School Laws, p. 108.

<sup>8</sup> Public School Law, p. 86.

<sup>9</sup> Laws and Opinions for the Regulation and Support of the Common Schools, p. 16.

<sup>10</sup> School Laws, sec. 225-235.

<sup>11</sup> Personal Letter of State Supt., dated May 7, 1913.

<sup>12</sup> State Health Laws and Reg., p. 54.

<sup>13</sup> School Law, p. 135.

<sup>14</sup> Sixteenth Rept. of State Bd. of Health, pp. 26, 25, 44.

<sup>15</sup> Book of Instruction to Health Authorities, issued by State Bd. of Health.

<sup>16</sup> Bienn. Rept. State Supt. Pub. Instr. (1910-12), p. 154.

<sup>17</sup> Regulations issued May 1, 1911.

tion includes the location of each pupil's desk and the teacher's desk in the blue prints of the plans on which it passes, and no seating arrangements may be changed without the board's approval.<sup>1</sup> Aisles at the side and rear of the room in South Dakota must be at least 30 inches, all others about 20 inches. According to the Ohio law all classrooms must have aisles on all wall sides. The minima for wall and center aisles are as follows:<sup>2</sup>

*Minimum width of aisles in Ohio.*

Grades.	Center.	Wall.
	<i>Inches.</i>	<i>Inches.</i>
Primary grades.....	17	28
Grammar grades.....	18	30
High-school rooms.....	20	36

For auditoriums additional detailed provision is made. All seats, chairs, and desks for pupils in classrooms or auditoriums shall be fastened to the floor, unless less than 16 pupils are seated in the room. Not a word more about classroom seating, but in assembly rooms (those accommodating over 100 persons) benches or chairs shall not be less than 2½ feet from back to back, measuring horizontally, and the width of the seats shall average 20 inches per person, measuring from center to center of seat arms. No such seat shall be less than 19 inches wide, and if benches are used, 15 inches of bench length shall be allotted each person. In assembly halls no seat shall have more than six seats between it and the aisle. Thus it impresses one that, while Ohio has more legislation on seating than any other State, the entire effort has been directed toward the prevention of injury or death in an emergency, rather than toward conserving the health of the child day by day.

**Blackboards.**—The Montana Board of Health forbids blackboards between windows.<sup>3</sup> The Indiana law requires that they be a dead black.<sup>4</sup> The Vermont Board of Health combines the two requirements. There appears to be an utter absence of rules regarding the height of blackboards, though several State departments of education make suggestions. Those of South Dakota may be quoted as typical. "The following are the best heights adapted to the various grades: 26 inches for primary grades, 30 inches for the intermediate grades, and 36 inches for grammar and high-school grades."<sup>5</sup>

<sup>1</sup> State Building Code.

<sup>2</sup> State Building Code, Part 2, title 3, sec. 10. The same figures exactly have been adopted by the Ind. State Bd. of Health. See Bull., 1913, No. 62, U. S. Bu. of Ed., pp. 17-18.

<sup>3</sup> Regulation 26.

<sup>4</sup> School Law, p. 135.

<sup>5</sup> Bien. Rep. of State Supt. (1910-1912), p. 152.

## XII. MISCELLANEOUS.

*Basements.*—The basement has often been regarded as a legitimate place to dispose of the overflow in rapidly growing school systems. The possible dangers of basement schoolrooms are receiving recognition at present, and there seems a well-defined drift toward doing away with such quarters altogether except for temporary uses. Minnesota was the first State to take drastic action. A law of 1909 directs that in any city of 20,000 or more no basement room shall be employed for "grade school purposes," unless it is used exclusively for domestic science, manual training, or physical culture.<sup>1</sup> This statute was not made fully operative till the opening of the school year 1912-13, thus permitting towns to adjust themselves to the new conditions. It is now made applicable to a school in any locality, regardless of population. A basement room was defined as one "the floor of which is below the surface of the surrounding ground on all sides of said room." The Ohio State building code declares that all rooms used for school purposes, except those devoted to domestic science, manual training, and recreation, must be wholly above grade line. The exceptions noted may be placed partly below grade if properly lighted, heated, and ventilated,<sup>2</sup> but all basement rooms used by pupils or public must have a waterproof floor.

All two-story school buildings shall have a dry, well-lighted basement under the entire building, the floor of the basement to be cement or concrete, and the ceiling 10 feet high (Indiana).<sup>3</sup> In the smaller buildings, where the basements are not finished or not properly heated and ventilated, a swinging door with spring hinges shall be used to prevent basement air from entering rooms or corridors above (Indiana).<sup>4</sup>

*Foundations.*—All school buildings shall have a solid foundation of brick, tile, stone, or concrete, and thorough ventilation between ground and floor, the latter to be not less than 3 feet above the earth; and all brick school buildings shall have a foundation of vitrified brick, or of stone, or have above the ground line a layer of slate, vitrified brick, stone, or other impervious material (Indiana). Moreover, no foundation shall be laid on filled ground or soil containing a mixture of organic matter. A rule of the Vermont State Board of Health denies approval of plans unless floors of buildings without cellars are 2 feet above ground and free circulation of air allowed beneath.<sup>5</sup> South Dakota is satisfied with 18 inches.<sup>6</sup>

<sup>1</sup> Laws of 1909, ch. 52.<sup>2</sup> Part 2, title 2.<sup>3</sup> School Law, p. 124.<sup>4</sup> Bull., 1912, No. 52, U. S. Bu. of Ed., p. 15.<sup>5</sup> Regulations issued May 1, 1911.<sup>6</sup> Biën. Rep. of State Supt. Pub. Instr. (1910-1912), p. 151.

*Floors.*—Provisions affecting floors look mostly toward one end, viz, tightness. All toilet rooms, lavatories, and other rooms where plumbing fixtures are used, shall have a waterproof floor and base of nonabsorbent, indestructible material, such as asphalt, glass, marble, vitrified or glazed tile or terrazzo, or monolithic composition (Ohio).<sup>1</sup> All floors of toilet rooms and others in which plumbing is found shall be of nonabsorbent, waterproof material, with nonabsorbent, waterproof base not less than 6 inches high and nonabsorbent, waterproof sanitary cove; wherever possible the floors of laboratories, domestic-science rooms, and corridors shall be subject to a similar rule; floor coverings are prohibited except in the superintendent's or principal's office, rest rooms, or teachers' rooms (Indiana).<sup>2</sup> The new law in Texas reads that "all floors shall have their surfaces made impervious to water and germs by a coat of boiling paraffin oil or other floor dressing having similar effect, applied immediately after the floor is laid."<sup>3</sup> Floors should be of hard, well-seasoned wood, closely laid, so as to leave no cracks (South Dakota).

*Interior finish.*—Recent years have witnessed the introduction of much greater simplicity into the architecture of the interior of all classes of buildings, to the end that the collection of dust may be decreased. This is just beginning to influence schoolhouse construction. Ohio has done most in this direction, requiring (1) that all base shall be 6 inches high and have a sanitary cove at floor level, (2) that all interior wood finish shall be small as possible and free from unnecessary dust catchers, (3) that door and window jambs be rounded and plastered, except in museums, libraries, and art galleries. Indiana has practically an identical regulation. The Texas law referred to in the preceding paragraph also provides that all interior woodwork shall be without "such unnecessary fluting, turning, or carving as catch dust and microbes." "Wainscoting should never be used in a school building, as it is insanitary" (South Dakota).<sup>4</sup>

*Wardrobes and vestibules.*—The Indiana law reads that separate and well-lighted, warmed, and ventilated cloakrooms, or sanitary lockers, shall be provided for each study schoolroom.<sup>5</sup> If separated from classrooms, the wardrobes shall be separately heated and ventilated the same as the former (Ohio, Indiana).<sup>6</sup> A cloakroom shall be at least 6 feet wide and have an outside window (Minnesota).<sup>7</sup> New schools of one and two rooms must have a vestibule of reason-

<sup>1</sup> State Building Code, part 2, title 3.

<sup>2</sup> Bull., 1913, No. 52, U. S. Bu. of Ed., p. 11.

<sup>3</sup> Law effective July 1, 1913.

<sup>4</sup> Bien. Rep. State Supt. Pub. Instr. (1910-12), p. 154.

<sup>5</sup> School Law, p. 135.

<sup>6</sup> Bull., 1913, No. 52, U. S. Bu. of Ed., p. 15.

<sup>7</sup> State Health Laws and Reg., p. 54.

able size (Montana).<sup>1</sup> Corridors when used as coatrooms shall be well lighted and ventilated (Vermont).

*Protection from boiler explosion.*—Insurance against the horrors attendant upon a boiler explosion have been in the minds of legislators of several States when passing school laws. They have gone about the business in as many different ways. Maine looks to the engineer. It has enacted that a school, church, or other public building heated by a steam plant under or near such building, must employ to care for the same a person whose capacity shall be tested by the local municipal authorities.<sup>2</sup> Massachusetts tests the boiler instead of the engineer. Steam boilers in public buildings are to be inspected as often as once a year, both externally and internally, as to general condition, safety valve, appliances for indicating pressure, etc.; and all boilers shall have a fusible safety plug of lead or something equally fusible.<sup>3</sup> Ohio has decided to change the location of the boiler if necessary. "No cast-iron boiler carrying more than 10 pounds pressure or steel boiler carrying more than 35 pounds pressure shall be located within the main walls of any school building." These three laws regarding steam boilers are no doubt only representatives of their classes, since similar enactments are to be found in a large number of the States.

*Rest rooms.*—Ohio has spoken on one very interesting feature. In all schools of four to eight class rooms there must be one rest room; in all schools of over eight classrooms, two rest rooms. The equipment of such a room shall consist of a couch, supplies for first aid to the injured, water supply, and toilet accommodations.

*The school hack.*—Since Indiana has led the country in the movement for consolidation and transportation, it is not surprising that it has regulated somewhat the hygiene of the school hack. This vehicle must be well lighted, heated, and ventilated. Twice a year, once at the opening of school and again at Christmas, it shall be thoroughly cleaned and disinfected according to the rules of the State board of health. There is to be no overcrowding, but each child shall have a comfortable seat. Foot rests shall be provided for smaller pupils if their feet do not rest comfortably on the floor.

Ohio has yet another provision that must be classed as miscellaneous, because it may have a variety of bearings. No school building shall occupy over 75 per cent of a corner lot, or 70 per cent of any other site.

<sup>1</sup> Laws of 1913.

<sup>2</sup> Laws relating to public schools, p. 49.

<sup>3</sup> Acts of 1907, ch. 468.

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# STATE VERSUS LOCAL CONTROL OF ELEMENTARY EDUCATION

(FINANCE)

BY

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PHILADELPHIA, PA.



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## PREFACE.

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The relation that should exist between central and local authorities has long been a favorite theme for persons interested in various theories of government. Many arguments have been produced, some based upon fact and others upon opinion, as to the relative merits of centralized and localized plans of government.

In the field of education, as in governmental activities in general, the question of control has long been debated, and material presenting the issues from a theoretical standpoint is available. Little attempt has been made, however, to ascertain by statistical investigation the facts as to the actual status of educational control, either in regard to any one State or in regard to the United States as a whole. As a step toward the accomplishment of this purpose, the present study has been conceived and prepared, and it is presented with the hope that it may be the starting point of other similar investigations into a rich field of educational polity. One practical value of such investigations lies in the fact that legislators are coming more and more to rely upon the advice of educators in framing school laws, frequently to the point of the adoption of new and complete codes. It is well, therefore, that both educators and legislators should realize the effect of a piece of proposed or existent legislation in its bearing upon control.

So far as the selection and arrangement of material are concerned, the reader should keep in mind that although the study contains a great amount of detail, it does not purport to be a compendium of school law. Instead, the underlying purpose is to present a systematic arrangement of school law in its reference to the question of educational control. From this point of view, portions of laws having no relation to the question of control have been eliminated, since to include them would be to obscure the fundamental issue.<sup>1</sup>

In its original form this study of control in elementary education was prepared as a thesis presented to the faculty of the graduate school of the University of Pennsylvania in partial fulfillment of the requirements for the degree of doctor of philosophy. Since its acceptance for that purpose it has been modified so as to include intervening legislation.

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<sup>1</sup> In view of the fact that State aid for agriculture, industrial education, home economics, and consolidation of schools has received extended treatment in recent publications of the Bureau of Education (see Bulletin, 1914, Nos. 30, 37; Report of the Commissioner, 1913, Vol. I, Ch. XI; 1914, Vol. I, Ch. XI), the detailed analysis of this topic prepared by the author for inclusion in this study is printed only in abstract form (pp. 20-31).

The sources used in the preparation of the study were the most recent school laws of the various States as issued by the State departments of education, supplemented by the session laws of the legislatures in session since the date of publication of the school laws.

For stimulus in the preparation of this study and for the general spirit pervading it, I am indebted to able instructors and fellow students at Columbia University and the University of Pennsylvania. Acknowledgment is also due to the State superintendents throughout the country for their ready replies, without which it would have been impossible for me to interpret many points of law. Acknowledgment is also due Mr. James C. Boykin and other members of the Editorial Division of the Bureau of Education for helpful criticism. My chief debt of gratitude, however, is to my wife, Lillian Ione MacDowell, who with unfailing zeal has aided most materially in the completion of what has proved to be an arduous undertaking.

THEODORE L. MACDOWELL.

*January 1, 1915.*

# STATE VERSUS LOCAL CONTROL OF ELEMENTARY EDUCATION.

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## INTRODUCTION.

While the final responsibility for the establishment and maintenance of American schools rests with each individual State, there is nevertheless such a uniformity in ideals and in legislation that to public education, more than to any other social institution, may the term "national" be applied. Yet, in our National Constitution there are no provisions concerning public education. Each State is free to adopt, therefore, any one of several policies in the administration of public schools. First, it might shun any and all responsibility in the education of the child, if society could afford to adopt such a policy. Second, acting through central authority, the State might raise all moneys and assume entire control of education. Third, it might govern through central authority, but compel local units to provide the entire cost by local taxation. Fourth, it might take a more superior position, and through its central authority encourage and cooperate with the localities, both financially and administratively, giving great freedom to local initiative, but reserving final power to itself, to be exercised when necessary. This last-named policy furnishes a high ethical basis for educational control; it implies a delicate balance of central and local processes, a friendly attitude of the State, supreme in its unity, toward the weaker unit, the locality; it tends to perpetuate what has been regarded as America's birthright—the freedom of local government to operate within the constitutional limits established by the State.

Assuming the last to represent actual conditions, this study endeavors primarily to determine, by an analysis of State school legislation,<sup>1</sup> the present status and trend of control of elementary education.<sup>2</sup>

From the standpoint of control, legislation pertaining to education may be divided broadly into two divisions or aspects. In the first place, a State may establish regulations, either mandatory or restric-

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<sup>1</sup> The study deals only with legislation applying generally throughout a State and does not include special legislation, that is, acts of a local nature.

<sup>2</sup> "Elementary education," as used in the study, denotes what is covered by general usage; institutions established for specific purposes, such as the care and education of deaf, dumb, and blind children, are generally under the management of a special board of trustees, and are, therefore, not included.

tive, relating to certain broad aspects of educational administration, which localities must accept; here the degree of State control will be indicated by the nature of the regulations adopted. In the second place, a State may organize its administrative machinery of educational procedure either by placing certain powers in the hands of central agents or by placing such powers in the hands of local agents; here, obviously, control will be centralized or localized according to the nature and number of powers delegated to central agents on the one hand or to local agents on the other.

By an analysis of these two phases of control it has been possible to obtain criteria sufficiently definite for adoption as standards of measurement. In selecting such standards the effort has been to choose, first, only those functions that are generally regarded as fundamental in the administration of public elementary education, and, second, a variety sufficient to give a comprehensive view of each of the various State school systems. These standards then have been analyzed into substandards in order to provide for the proper classification and organization of necessary detail. It is recognized that there may be reasonable difference of opinion as to the importance of some of the standards or substandards adopted, or as to their grouping; it is also conceded that additional standards might have been included. Nevertheless, it is believed that the range of standards is sufficiently accurate and broad to compensate for any minor errors of judgment that may have been made in these respects. Suffice it to say that a careful study of school legislation has disclosed these standards as typical and as apparently well calculated to indicate the present trend of control, whether central or local.<sup>1</sup>

### FINANCE.

The policies adopted by the various States in regard to the administration of financial matters demand first attention in a study of educational control. In order to see the subject of public-school finance in its relation to control at various angles, however, it is necessary to analyze it from the viewpoint of different standards, each developing a different phase of the subject. This will be done in the following pages, each section dealing with a separate standard.

<sup>1</sup> In order to insure clearness it is necessary to define a few terms that are in frequent use throughout this study—"local unit" or "locality," "central authority," "local authority," "centralization" and "localization." A "local unit" or "locality" consists of any politico-geographical subdivision of a State; that is, a county, a township, or a school district. "Central authority" carries out constitutional provisions and legislative enactments for a State at large, while "local authority" carries them out for a local unit. Finally, legislation that tends to impose certain mandates or restrictions upon local authority or that places certain powers and duties in the hands of central authority is to be considered as evidence of "centralization;" while the absence of State legislation tending to impose such mandates and restrictions on local authority, or the presence of legislation placing such powers and duties in the hands of local authority, is to be considered as evidence of "localization."

**I. BASES FOR THE DISTRIBUTION OF STATE SCHOOL MONEYS.**

One of the most important features of public-school finance is the distribution of State school moneys among localities.<sup>1</sup> For the purpose of locating control, the bases upon which such moneys are generally so distributed may be classified into two general groups: Group 1—(a) School population; (b) valuation of taxable property; Group 2—(a) Attendance of pupils; (b) number of teachers employed or number of legal schools maintained; (c) inverse property valuation; (d) ratio of local school tax to total local tax.

In some States, State school moneys are distributed directly to districts. In most States, State moneys are distributed to counties upon designated bases, and then redistributed to districts upon the same bases. In a few States, which are treated separately, the bases for redistribution among districts are different from the bases for distribution among counties.

**GROUP 1.**

Thirty-three States distribute State school moneys on bases included in the first group, namely, school population and valuation of taxable property.

Alabama, Arizona, Arkansas, Colorado, Connecticut, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming distribute State school funds on the basis of school population. In Maine all of the proceeds of a State tax of  $1\frac{1}{2}$  mills, also a sum equal to 6 per cent of the amount of the permanent school fund, and also one-half the sum received by the State from the tax on the franchises of savings banks, and one-half the sum assessed upon the deposits of trust and banking companies are distributed among the several towns according to the number of children therein; further, one-third of the common-school fund (an additional State tax of  $1\frac{1}{2}$  mills) is distributed on a school population basis, and two-thirds on a property valuation basis.

**GROUP 2.**

Eleven States distribute on bases belonging to the second group, namely, attendance of pupils, number of teachers employed or the number of legal schools maintained, inverse property valuation, and ratio of local school tax to total local tax.

California distributes on an estimate of the number of teachers employed and the average daily attendance; Delaware, on the number of teachers employed; Florida, on the average attendance. Massachusetts distributes among towns whose assessed property valuation does not exceed \$2,500,000, a part of its moneys being apportioned in an inverse ratio to the amount of taxable property in each town and the remainder in such a manner that the greater the ratio of local school tax to the entire town tax, the greater is the amount of State funds received. Minnesota distributes on the num-

<sup>1</sup> Special appropriations, or appropriations deducted from State school moneys before the regular distribution is made, are disregarded in this chapter because of their lack of general applicability.

ber of pupils who have attended school for at least 40 days; Missouri, on the number of teachers employed and the total number of days' attendance; New Hampshire, on the number of pupils who have attended school for not less than two weeks during the year and on an inverse property valuation basis;<sup>1</sup> New York, on inverse property valuation<sup>2</sup> and the number of teachers employed; South Carolina, on the number of pupils attending day school for at least 10 school days or evening school for at least 20 evenings; Vermont, on the percentage of the grand list (total local tax) expended for current expenses in the maintenance of schools, on the number of teachers with specific qualifications employed in rural schools, and the remainder on the number of legal schools maintained;<sup>3</sup> and Washington, on the total number of days' attendance.<sup>4</sup>

#### COMBINATION OF GROUP 1 AND GROUP 2.

The four remaining States distribute on bases listed under both groups:

Nevada distributes 70 per cent of the State distributive school fund (entire State school fund) on the number of teachers employed and 30 per cent on school population. New Jersey distributes the State school fund on the total number of days' attendance; while the State appropriation of at least \$100,000, the proceeds of 90 per cent of the State school tax, and a part of the State railroad tax are distributed in proportion to the amount of taxable real and personal estate in each county. Pennsylvania distributes one-half of the State appropriation on the number of teachers employed and one-half on the school population. In Rhode Island the sum of \$100 is apportioned to each school, not exceeding 15 in number in any one town, and the remainder of the State school money is distributed in proportion to the school population.

#### REDISTRIBUTION BY COUNTIES ON CHANGED BASIS.

In a few States, State school moneys are distributed to counties on one basis and redistributed among districts on a different basis. Generally, the evident purpose of such a policy is to have the State moneys reach the final local unit of distribution upon a more equitable basis than that of the original distribution.

In Alabama, State school moneys are distributed to counties upon a school population basis and redistributed among the districts and townships in such manner as to provide, as nearly as possible, school terms of equal duration. In Arizona, the basis of distribution among counties is school population; from county to districts the basis of redistribution is average daily attendance, with the proviso that each district must be apportioned at least \$1,000. In Idaho, the basis of distribution among counties is school population; the method of redistribution among districts is as follows: Two-thirds of all public-school moneys are apportioned on a school-population basis; 5 per cent of the remaining one-third, or such of the same as may be needed,

<sup>1</sup> The inverse property valuation basis applies only to an additional amount distributed among towns of not more than 3,500 inhabitants and whose property valuation ranges from \$2,000 to \$7,000 per pupil in average attendance.

<sup>2</sup> So far as this basis is concerned, it applies to districts of various property assessments up to \$60,000. Districts and cities having property valuation above that amount receive a fixed sum.

<sup>3</sup> A legal school is one which has been maintained during any school year at least 150 days, including holidays and others allowed by law, unless said school was ordered closed by the local health officer on account of an epidemic, and in which the average daily attendance of pupils has been not less than six, and which has been taught by a duly qualified and legally certificated teacher whose register has been kept and returned as required by law.

<sup>4</sup> The attendance of pupils of legal school age duly reported as being in private schools is included.

is apportioned among the rural high-school districts and districts organized under the consolidation plan in proportion to the number of teachers employed therein; 50 per cent of the remainder, or so much as may be needed, is used for the relief of all districts which are unable to maintain the minimum term; the balance is apportioned among the several districts per capita per school child. In Nebraska, the basis for distribution among counties is school population; State funds, increased by proceeds of fines and licenses, are redistributed among districts as follows, one-fourth equally and three-fourths according to school population. In New Jersey, the State school fund is distributed to counties on the basis of total days' attendance, while the State appropriation of at least \$100,000, the proceeds of the State tax for school purposes, and the proceeds of the railroad tax are distributed to counties on the basis of the total number of ratables; all such funds are redistributed among districts on a combined teacher and total days' attendance basis. In South Dakota, State school moneys are distributed to counties upon a school-population basis, and redistributed among the districts in proportion to the acreage of State-owned indemnity and endowment lands in each school district, with the proviso that the amount received by any district in any year may not exceed the equivalent of 5 cents per acre or \$250 per school.

#### DISCUSSION.

Unfortunately the bases selected by State legislatures for the distribution of school moneys do not always produce the desired result—that is, an equalization of educational advantages throughout the State. Distribution either on a property-valuation basis or a school-population basis appears at first thought to be fair, but may result in aiding most the very localities that are best able to care for themselves and in slighting those that can ill afford to be neglected. That is, distribution on a property-valuation basis means that the richer localities receive the greater amount of State support, irrespective of their real educational needs, which may or may not be proportionate to wealth. However, it should be noted that neither of the two States that have adopted this basis—Maine and New Jersey—apportions all of its school moneys on such basis alone.

While the inequality of distribution on a school-population basis is probably not so marked as it is on a property-valuation basis, nevertheless inequality exists to a considerable degree. By school population is meant the total number of children of certain ages residing in a given locality. These ages are not coincident with the ages of compulsory attendance, but extend over a greater period. Therefore, it may so happen, for example, in the case of two localities having school populations of the same size, that the one which does not enforce the compulsory-attendance law nor encourage the attendance of children before and after the compulsory-attendance age, nor provide kindergarten and high-school facilities, may receive relatively more per pupil in actual attendance than the other locality which does all of these things. Therefore, the more a locality fosters its schools, the greater is the amount of local school tax which it has to levy. The more progressive a locality is, the greater does the

inequity under this method of distribution become. It is interesting to note here the corrective which Michigan has adopted, namely, that when any school district shall have on hand enough funds to meet its needs, the children in said district—

shall not be counted in the apportionment until the amount of money in the primary-school interest fund in said district is insufficient to pay teachers' wages or tuition for the next ensuing two years.

All of the bases in the second group seem to be more equitable than those so far considered. An inverse property valuation basis has as its fundamental purpose an equalization of educational advantages, inasmuch as the poorer localities receive more or relatively more than the richer localities, which are better able to support their schools by local tax; while the distribution of moneys on the principle that the more a locality appropriates for its schools the more it will receive from the State has stimulation of local support as its purpose. The other bases, that is, attendance of pupils and number of teachers employed, are also not only more equitable than the bases under the first heading, but they also have the effect of stimulating local authorities to constant activity. On the one basis, local authorities must see that children are encouraged to attend school; on the other basis, a State offers an inducement to local authorities to employ a number of teachers sufficient to meet the needs of the locality.

The methods of distributing State school funds on a school population basis or on a property valuation basis have no doubt been adopted on account of simplicity, but little control exists under such methods of distribution. The modification of the method of distributing on a property valuation basis—that is, inversely in proportion to the wealth of the locality—indicates a rise of the idea of the necessity of attempting to secure equality of educational opportunity and suggests central control. The methods of distributing on the bases of attendance or of number of teachers employed have doubtless been adopted in order to establish a closer correlation between need and award, and the method of distribution according to the ratio of local school tax to total local tax has for its purpose the direct recognition of local initiative; but all these methods have also had the effect of increasing central control.

From this analysis, it may be said that in the matter of distribution of State school funds the present status of educational control is that of incomplete and ineffective centralization. Fundamentally, the distribution of State school moneys is in itself a central and a centralizing process, but in only a comparatively few States do the methods of distribution in vogue give opportunity for the exercise of efficient central control; practically, therefore, a safer characterization of the results of the analysis would be to say that they indicate

an actual condition of localization rather than of centralization. However, in proportion as the States endeavor to equalize educational opportunity on the one hand, and on the other to encourage local effort and local initiative by adopting distributive bases looking toward these ends, to that extent will centralized control become increasingly effective.

*Bases for the distribution of State school moneys.*

States.	Group 1		Group 2.			Combination of Group 1 and Group 2.	Redistribution by counties on changed basis.	
	School population.	Valuation of taxable property.	Attendance of pupils.	Number of teachers employed or number of legal schools maintained.	Inverse of property valuation.	Ratio of local school tax to total local tax.	Distributed by States to counties on basis of—	Redistributed by counties on basis of—
Alabama.....	X						School population.....	Equalization of school term.
Arizona.....	X						do.....	Attendance.
Arkansas.....	X							
California.....			X	X				
Colorado.....	X							
Connecticut.....	X			X				
Delaware.....			X					
Florida.....	X						School population.....	School population; teachers; weak districts.
Georgia.....	X							
Idaho.....								
Illinois.....	X							
Indiana.....	X							
Iowa.....	X							
Kansas.....	X							
Kentucky.....	X							
Louisiana.....	X							
Maine.....		X						
Maryland.....	X				X	X		
Massachusetts.....	X							
Michigan.....	X		X					
Minnesota.....	X							
Mississippi.....	X		X	X				
Missouri.....	X							
Montana.....	X							
Nebraska.....	X						School population.....	Equal district allotment; school population.
Nevada.....								
New Hampshire.....			X		1 X		Teachers; school population	
New Jersey.....							Attendance; property valuation.	
New Mexico.....	X			X				
New York.....					1 X		Attendance; rates....	Attendance; teachers.
North Carolina.....	X							

	Teachers; school population.	Schools; school population.	Acreage of State school lands.
North Dakota.....			
Ohio.....			
Oklahoma.....			
Oregon.....			
Pennsylvania.....			
Rhode Island.....			
South Carolina.....			
South Dakota.....	X		
Tennessee.....			
Texas.....			
Utah.....			
Vermont.....		X	
Virginia.....			
Washington.....			
West Virginia.....	X		
Wisconsin.....			
Wyoming.....			

**Not of universal applicability; for details see text.**

## II. EXTENT OF RESTRICTION. ATTACHED TO THE LOCAL EXPENDITURE OF STATE SCHOOL MONEYS.<sup>1</sup>

The preceding standard disclosed the fact that every State in the Union supports, to some extent at least, its free public schools. On the assumption that the distribution of State school moneys is in itself a centralizing process, the standard was analyzed as to the various bases upon which such moneys are distributed so as to ascertain the degree of centralization inherent in each method. The standard now to be considered carries the analysis in a somewhat different direction; irrespective of the basis or bases upon which State school moneys are distributed in each of the various States, the extent of restriction placed upon localities in the expenditure of such moneys also indicates the degree of centralization. If a State distributes the entire amount of its regular allotment of State school moneys to be expended for a specific purpose or for specific purposes and none other, restriction may be said to be complete and control central. If a State distributes a part of the State school moneys under certain restrictions as to expenditure and the remainder unrestrictedly, then restriction may be said to be partial and control divided. If a State distributes moneys without any restriction whatever as to their expenditure by a local unit, then we may say that the expenditure of State school moneys is unrestricted and control local.

### COMPLETE RESTRICTION.

In order that all children, no matter what their social or economic level, may receive at the public expense the foundations of education, 23 States<sup>2</sup> designate in their school laws the specific purpose or purposes for which State school moneys are to be expended by localities.

In 13 of these 23 States—California, Connecticut, Kentucky, Minnesota, Missouri, Nebraska, Nevada, New York, North Dakota, Rhode Island, Virginia, West Virginia, and Wisconsin<sup>3</sup>—all State school moneys appropriated to the localities must be applied exclusively to the payment of teachers' salaries, an expense constituting a large portion of public school expenditures.

In the remaining 10 States, State school moneys must also be applied primarily to the payment of teachers' salaries, but not exclusively to this purpose, the following

<sup>1</sup> The moneys referred to in this chapter include funds distributed in the regular apportionment to local units generally and not funds distributed under special conditions or for special purposes.

<sup>2</sup> Arizona, California, Colorado, Connecticut, Delaware, Kentucky, Maine, Maryland, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Dakota, Ohio, Rhode Island, Utah, Virginia, West Virginia, Wisconsin, Wyoming.

<sup>3</sup> Section 558, page 253, school laws of 1911, provides that the money received from the State (Wisconsin) by each district shall be devoted exclusively to the payment of teachers' wages; the constitution provides that the income of the school fund shall be applied to the support of schools and the purchase of suitable libraries and apparatus therefor. Whether these apparently conflicting provisions can be reconciled or not, it is certain that the legislature here requires that districts shall pay each year for teachers' wages an amount equal to that received from the income of the school fund.—(Interpretation of the State superintendent.)

additional purposes being included: In Arizona, for salaries of other employees and for other contingent expenses and, in Colorado, for necessary school expenses, provided, in both States, that if any balance remains after the expense of maintaining school for the prescribed term has actually been paid, such balance may be used for other purposes specified by law; in Delaware and Wyoming, for furnishing free texts; in Maine, for teachers' board, fuel, janitors' service, conveyance of pupils, and tuition and board of pupils; in Maryland, for free texts and stationery; in Michigan, for tuition and transportation of school children; in New Jersey, for fuel, transportation, and tuition of pupils; in Ohio, for salaries of superintendents; in Utah, for compensating county superintendents, including their actual and necessary traveling expenses, and for the expenses of county institutes.

#### PARTIAL RESTRICTION.

The other form of restriction attached to the expenditure of State school moneys by localities may be termed partial. A State may require that State school moneys must first of all be expended for a specified purpose, permitting localities to expend the remainder, if any, for other purposes; or it may require localities to set aside a specified portion or percentage of State school moneys for a certain purpose, permitting localities to dispose of the remainder; or it may forbid the use of State school moneys for certain purposes, but permit localities to expend such moneys for any other purpose. Seven States adopt this form of restriction.

In Alabama, not more than 4 per cent of all moneys appropriated for the support of schools may be used or expended otherwise than for the payment of teachers employed;<sup>1</sup> and no school moneys distributed to the various counties from State school revenue may be paid, either directly or indirectly, for the erection of schoolhouses, for school-room furniture, or for any other contingent expenses of schools. In Arkansas, the common-school fund apportioned by the State may not be used for building purposes; \$25 of this sum, however, may be expended annually in each district for maps and other supplies, subject to the approval of the State superintendent and a majority of the qualified electors. In Massachusetts, not more than 25 per cent of the common-school fund may be applied to the purchase of books of reference, maps, and apparatus. In New Hampshire, one-fifth of the portion of the literary fund (State school fund) may be applied to the purchase of blackboards, dictionaries, maps, charts, and school apparatus; the remainder must be used for the maintenance of schools. In Oregon, at least 85 per cent of the amount received from the irreducible school fund (State school fund) must be applied to the payment of teachers' salaries. In Texas, State school moneys must be used exclusively for paying the salaries of teachers and of superintendents, and for fees for taking the school census; provided that, if there should be any surplus after schools have been maintained for at least 8 months, such surplus may be expended at the discretion of the board of school trustees of the district concerned. In Washington, State funds must be applied exclusively to the current use of the common schools, and may not be applied to the building of schoolhouses or to permanent improvements thereon.

<sup>1</sup> The legislature may, by a vote of two-thirds of each house, suspend the operation of this constitutional provision.

## DISCUSSION.

This examination of State school laws has shown that in 30 States <sup>1</sup> the expenditure of State school moneys by localities is restricted, in 23 of these States the form of restriction being complete and in 7 States partial. In 18 States <sup>2</sup> State school moneys are distributed to the various localities without any restriction whatever as to expenditure. From these facts it may be concluded that in regard to the expenditure of State school moneys control is divided, with a tendency toward centralization.

In itself restriction of the expenditure of State school funds by localities indicates a marked form of centralization. Such restriction of State school funds has no doubt arisen because the several States adopting this restriction consider it their duty to see that school moneys are wisely and economically utilized. That is, they believe that when a State has received from the Federal Government a land grant for education purposes or when a State determines to collect a general State school tax or decides to utilize a portion of the wealth arising from natural resources for school purposes, it can not relieve itself of the responsibility of a wise and economical expenditure of such money.

*Extent of restriction attached to the expenditure of State school moneys.*

States.	Complete.	Partial.	States.	Complete.	Partial.
Alabama.....		×	Nevada.....	×	
Arizona.....	×		New Hampshire.....		×
Arkansas.....		×	New Jersey.....	×	
California.....	×		New York.....	×	
Colorado.....	×		North Dakota.....	×	
Connecticut.....	×		Ohio.....	×	
Delaware.....	×		Oregon.....		×
Kentucky.....	×		Rhode Island.....	×	
Maine.....	×		Texas.....		×
Maryland.....	×		Utah.....	×	
Massachusetts.....		×	Virginia.....	×	
Michigan.....	×		Washington.....		×
Minnesota.....	×		West Virginia.....	×	
Missouri.....	×		Wisconsin.....	×	
Nebraska.....	×		Wyoming.....	×	

III. STATE AID.<sup>3</sup>

Distinct from the regular distribution of State school funds and the study of restrictions attached to their expenditure is the appropriation conditionally of State school moneys under the usual designation of "State aid."<sup>4</sup> State aid, so defined, consists of funds supple-

<sup>1</sup> Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, Rhode Island, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

<sup>2</sup> Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Mississippi, Montana, New Mexico, North Carolina, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Vermont.

<sup>3</sup> See note on p. 7.

<sup>4</sup> At times legislation providing for State aid becomes practically inoperative because of the failure of legislatures to make the necessary appropriations.

mental to the general school funds granted under restrictions either for the purpose of assisting localities to carry out their educational ideals or to meet their pressing educational needs. When a State offers funds for the purpose of enabling localities to meet pressing needs, the usual restriction is that the maximum tax specified by law must have been levied before State aid will be granted. When aid is offered for the purpose of assisting localities to carry out their educational ideals, there are other conditions attached, the most common of which is that localities must first raise a certain sum by taxation, subscription, or otherwise, to be devoted to the purpose for which State aid is desired.

In granting State aid under existing practices a State may make annual appropriations, biennial appropriations, or it may make special appropriations. It may enact that an order be drawn directly upon the State treasury, or it may designate the special State fund or funds from which the aid is to be drawn; it may retain each year from the general distribution of State school moneys a certain amount, or it may make provision for State aid only when a balance remains from the regular apportionment of school moneys.

Usually, State aid is granted in annual installments, the gross annual amount available for distribution among localities for any one purpose being limited by legislative action. The provision is also rather generally made that, if the amount of State aid appropriated is insufficient to aid all schools to the full extent of their needs, the amount available is either to be prorated among all the schools that have complied with conditions thereto or else to be distributed among districts which are in greatest need.

State aid is granted in 34 States.<sup>1</sup> The purposes for which aid is granted vary, comprising the following: (1) Maintenance of a minimum school term, including an equalization of educational advantages; (2) employment of qualified teachers and the payment to teachers of a minimum salary; (3) establishment and maintenance of school libraries; (4) erecting and furnishing schoolhouses; (5) supplying free textbooks; (6) establishment and maintenance of local school supervision; (7) extension of elementary school work or enlargement of the sphere of public elementary education; (8) improvement of rural school conditions, including improvement of rural schools, the establishment of graded schools, consolidation of schools, and provision for transportation; (9) increase in the average length of the school term; and (10) support of teachers' institutes.

Grants of State aid for each of the preceding purposes are closely restricted by State legislation. Owing to the varying character of

<sup>1</sup> Alabama, Colorado, Connecticut, Florida, Idaho, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin.

these restrictions, they are grouped for purpose of analysis under (a) general restrictions and (b) restrictions as to the amount of aid granted.

#### MAINTENANCE OF SCHOOLS.

One of the main purposes for which State aid is granted is the rather general one of the maintenance of public schools, including an equalization of educational advantages. In granting aid for such purpose, central authority has a wide field for effective operation. At the present time 17 States adopt this policy.

*General restrictions.*—In 14 of these States,<sup>1</sup> aid is proffered when localities are financially unable to live up to the requirements of the law. So far as the three remaining States are concerned, in Connecticut and Vermont aid is granted when localities actually have lived up to all the requirements of the law; in Nevada, only to districts formed after the regular apportionment of funds has been made, provided the new district has employed a competent teacher and secured a proper building. As to the 14 States included in the larger group, in 12 of them aid is granted only when localities have levied the maximum amount required by law; in Montana, the regular tax must have been levied, and in North Carolina, a specified tax. In Colorado, Indiana, Kansas, Missouri, Nebraska, and North Carolina still other conditions are attached to the grants.

*Restrictions as to amount.*—The amount of aid varies: In Colorado, Maine, North Carolina, Rhode Island, Vermont, and West Virginia, special appropriations ranging from \$5,000 to \$250,000 in the aggregate are made annually. In Connecticut, localities receive such an amount as will enable them to expend \$25 for each child in average attendance; in Idaho, 50 per cent of any amount remaining from the regular apportionment of school moneys; in Indiana, Mississippi, Nebraska, and New Mexico, an amount necessary to bring the school term up to the minimum; in Kansas, three-fourths of the difference between the amount necessary to maintain the minimum term and the annual income of the district from all sources; in Maine, in unorganized townships, so much of the interest on the reserve land fund as added to the per capita tax will pay the expenses of the schools; in Missouri, an amount sufficient to make up the deficit in maintaining schools for eight months, up to a maximum of \$80 per district; in Montana, from the proceeds of a State levy an amount equal to 5 per cent of 1 mill, for extending the school term beyond six months; in Nevada, an amount sufficient to pay teachers' salaries in districts formed after the regular apportionment has been made. In Tennessee, 10 per cent of the general education fund is set aside as a special fund, a part of which is used for equalizing school terms throughout the State.

#### EMPLOYMENT OF QUALIFIED TEACHERS AND THE PAYMENT TO TEACHERS OF A MINIMUM SALARY.

State aid is granted in eight States, either on a basis of teacher efficiency or on a basis of minimum salary.

*General restrictions.*—In adopting this policy, three States<sup>2</sup> place a premium upon teacher efficiency by making it worth while for localities to employ only well-qualified teachers; and five States<sup>3</sup> assist localities to pay to teachers at least a minimum

<sup>1</sup> Colorado, Idaho, Indiana, Kansas, Maine, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, Rhode Island, Tennessee, West Virginia.

<sup>2</sup> Minnesota, New Hampshire, Wisconsin.

<sup>3</sup> Colorado, Ohio, Rhode Island, Utah, West Virginia.

salary for the minimum term. On the first basis, teacher efficiency is determined by the grade of certificate held or by the quality of the teaching work done; on the second, localities, in order to receive State aid, must show that they have, among other things, levied the maximum tax and that funds are still insufficient to pay the minimum salary.

*Restrictions as to amount.*—In Minnesota, the amount of aid granted ranges from \$75 to \$150 per teacher annually, according to the grade of certificate held; in New Hampshire, it is \$2 per teacher per week; and in Wisconsin, \$50 per school annually for three years. In Ohio, Utah, and West Virginia the grant is a sum sufficient to pay teachers the minimum salary for the minimum term; in Colorado, not more than \$60,000 of the State public-school income fund may be used for this purpose; in Rhode Island, the State pays one-half the excess \$400 is over the salary paid prior to the passage of the minimum-salary law.

#### SCHOOL LIBRARIES.

Grants of State aid for the establishment and maintenance of elementary school libraries are made in 11 States.<sup>1</sup> In only one State<sup>2</sup> is aid granted for the purchase of books for teachers and the establishment of a pedagogical library.

*General restrictions.*—The conditions attached to such grants may be met very easily, the most general one being that when localities (generally through patrons and friends of the school) raise a specified sum, the State contributes a like or otherwise stated amount; in four States<sup>3</sup> the county or district is also required to appropriate an additional sum. In five States,<sup>4</sup> the books must be selected from lists approved by central authorities—the State superintendent, the State board of education, or the State high-school board—and the libraries must be governed by rules laid down by the same authorities.

*Restrictions as to amount.*—The amounts granted range from \$10 to \$20 annually for establishment of libraries and \$5 and \$10 annually for maintenance. In Alabama, Maryland, and Virginia, \$10 is granted annually; in Connecticut, North Carolina, and South Carolina, \$10 for establishment and \$5 for maintenance; in Connecticut, if there are more than 100 pupils, \$10 additional for establishment and \$5 additional for maintenance for every 100 or fractional part of 100 pupils in excess of the first 100; in New Jersey and Tennessee, \$20 for establishment and \$10 for maintenance; in New York, \$18 for establishment and \$2 additional per teacher employed for the legal term; in Minnesota, one-half the purchase price, not exceeding \$20 for the first year and \$10 for any subsequent year; in Rhode Island, one-half the amount expended at the rate of \$10 per school, not exceeding \$200 in any one town. In New Jersey, \$100 is granted annually for the establishment of a county teachers' library and not less than \$50 or more than \$100 annually for maintenance.

#### ERECTING AND FURNISHING SCHOOLHOUSES.

In New Mexico, when the regular income of a school district is insufficient to maintain school for five months, application may be made to the State for funds to build a schoolhouse or to complete or properly furnish a schoolhouse. If the State superintendent and

<sup>1</sup> Alabama, Connecticut, Maryland, Minnesota, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Tennessee, Virginia.

<sup>2</sup> New Jersey.

<sup>3</sup> Alabama, North Carolina, South Carolina, Virginia.

<sup>4</sup> Maryland, Minnesota, North Carolina, South Carolina, Virginia.

the attorney general approve the application, the State pays not more than \$300 for building or completing a schoolhouse nor more than \$50 for furnishing a schoolroom, provided the district furnishes in labor or money at least one-third of the cost of construction, completion, or furnishing, and procures title in fee simple to the site. Any district receiving such aid must, when there is a surplus remaining in the funds after the expenses for maintaining a five months' term have been paid, pay such surplus to the State until the amount advanced has been refunded.

#### FREE TEXTS.

In Missouri, whenever provision is made for the furnishing of free texts to all pupils in at least the first four grades in the public schools of a district, the county subapportions annually to each such school district from the county foreign insurance tax moneys received from the State an amount to be determined by multiplying the number of children on the last enumeration list by the ratio used by the State auditor in making the distribution of such moneys among the counties of the State.<sup>1</sup>

#### LOCAL SCHOOL SUPERVISION.

Requests on the part of localities and interest on the part of the States have popularized the custom of granting State aid for local supervision, of which there are two forms, (1) county, town, or district supervision, and (2) union supervision. The States which grant aid for county, town, or district supervision are Connecticut, Maine, New Jersey, New York, Rhode Island, Tennessee, and Vermont. In the same group of States, excepting Tennessee but including Massachusetts and New Hampshire, the legislatures also grant aid to localities forming a union for supervisory purposes.

*General restrictions.*—The conditions attached to grants for county, town, district, or union supervision are simple and similar in the nine States<sup>2</sup> in which aid is given for such purpose. In seven of these States,<sup>3</sup> there must be a certain number of schools maintained, a certain number of teachers employed, or a certain population; in seven<sup>4</sup> the superintendent or supervisor employed must possess certain qualifications, and in five<sup>5</sup> he must devote all of his time to superintendence; in seven<sup>6</sup> it is specified that a considerable portion of the salary of the superintendent must be paid by the employing local unit.

*Restrictions as to amount.*—The amount of aid granted ranges from \$350 upward; in Tennessee the maximum amount of aid toward the salary of a county superintendent is \$350, and toward the salary of a supervisor an amount not exceeding what is paid

<sup>1</sup> A school district containing an incorporated town or city is not entitled to such aid.

<sup>2</sup> Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Tennessee, Vermont.

<sup>3</sup> Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont.

<sup>4</sup> Connecticut, Maine, Massachusetts, New York, Rhode Island, Tennessee, Vermont.

<sup>5</sup> Maine, New Jersey, New York, Tennessee (for maximum aid), Vermont (for maximum aid).

<sup>6</sup> Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Tennessee, Vermont.

for such purpose by the county board of education; in New Jersey \$600 is granted annually toward the salary of a superintendent and \$400 toward the salary of an assistant superintendent; in Rhode Island the amount granted is \$750; in Connecticut, Maine, and New York the amount granted is \$800, or not exceeding \$800; in Massachusetts the amount is \$1,250; in Vermont the maximum amount is \$1,300; in New Hampshire the State pays one-half of the superintendent's salary.

#### ENLARGEMENT OF THE SPHERE OF PUBLIC ELEMENTARY EDUCATION.

In the solution of current social problems, the public elementary school has been called upon to broaden its curriculum and to offer increasing advantages. Such enlargement of the scope of the elementary school has been encouraged in 15 different States<sup>1</sup> by grants of State aid. In this extension, localities, as a rule, take the initiative by introducing and maintaining special courses of instruction. States respond, not only in a financial way, but by the selection of certain central authorities, usually the State superintendent of schools and the State board of education, to supervise and direct the instruction and expenditures. The extension of elementary school work includes such phases as vocational education, including manual training; the establishment and maintenance of day schools for the deaf or for the deaf and the blind; the establishment and maintenance of evening schools; the compilation and teaching of local history and local geography; and provision for medical inspection of schools.

#### VOCATIONAL EDUCATION, INCLUDING MANUAL TRAINING.

The most frequent form of public elementary school extension is the introduction and maintenance of vocational education, including manual training. Ten States<sup>2</sup> make annual grants for such purpose.<sup>3</sup>

*General restrictions.*—The conditions attached to the grants refer mainly to the maintenance of a minimum school term, equipment of buildings, courses of study, and qualifications of teachers. In all of the States, except Tennessee, the schools or their courses of instruction must have the approval of central authorities—the State superintendent, the State board of education, or the State high-school board.

*Restrictions as to amount.*—State aid for the purposes under consideration is sometimes granted as a definite sum and sometimes as a sum proportionate to the amount raised by the locality concerned.

In Indiana the grant is toward the salary of a county agent appointed to encourage practical education in agriculture and domestic science; one-half the amount paid by the county for such purpose is granted, such aid not to exceed \$1,000 annually per county.

In Vermont, when a grammar school has been maintained with a course in manual training, \$250 a year is granted.

<sup>1</sup> Connecticut, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, North Dakota, Ohio, Rhode Island, Vermont, Wisconsin.

<sup>2</sup> Indiana, Maine, Maryland, Minnesota, Montana, North Dakota, Rhode Island, Tennessee, Vermont, Wisconsin.

<sup>3</sup> A number of States grant aid for vocational schools which are open to children over 14 years of age, irrespective of their completion of elementary school work. Such legislation is not included in this study.

In Maine, when instruction in manual training or domestic science has been provided for the pupils of elementary schools, two-thirds of the total salary paid to each teacher is granted.

In Maryland, when colored industrial schools have been established and maintained, \$1,500 annually is granted.

In Minnesota a graded school maintaining a course in agriculture and either home economics or manual training receives \$1,000 annually; a graded or consolidated rural school with certain equipment and trained instructors giving instruction in agriculture may receive a maximum of \$2,500 annually, and in addition a maximum of \$150 annually for each rural school district associated with it; each associated school district may also receive aid to the amount of \$50 annually.

In Montana, when manual or industrial schools or courses are established, the State pays annually \$10 for each pupil attending for a period of six months or more yearly.

In North Dakota, any graded or consolidated rural school fitted to do agricultural work and employing trained instructors in agriculture, manual training, and domestic science may receive from the State \$2,500 and its proportionate share of all moneys appropriated by the National Government for the teaching of agriculture in the public schools of the State.

In Rhode Island, when instruction in manual training and household arts is introduced into the public schools, one-half the amount actually expended for equipment is granted.

In Tennessee, as aid for introducing and supervising industrial work and including agriculture, home economics, manual training, and kindred subjects in county elementary schools, a part of 10 per cent of the general education fund is appropriated.

In Wisconsin, when special instruction in agriculture and other designated industrial subjects is given in graded schools of the first and second classes, districts receive \$100 annually. Also, when free high-school boards maintain in connection with free high schools and the two upper grades next below the high school a department of manual training, domestic economy, or agriculture, or any or all of these departments, the State grants one-half the amount actually expended for instruction, not to exceed \$350 for each department established.

#### DAY SCHOOLS FOR DEAF, BLIND, AND CRIPPLED CHILDREN.

State aid for the establishment and maintenance of day schools for deaf, blind, and crippled children is given in three States only—Michigan, Ohio, and Wisconsin.

*General restrictions.*—The main condition attached to the receipt of such aid is that school must have been maintained for at least nine months in the year. In Michigan and Ohio there must be an average attendance of not less than three pupils, and in the same States teachers must have had both special training and experience; in Wisconsin, the qualifications of teachers employed must have the approval of the State superintendent. In Michigan the amount granted must be expended for the payment of teachers' salaries and the purchase of necessary school appliances; in Wisconsin aid for instruction of blind pupils must be expended so as to include instruction in music and manual training, and to cover necessary expenses for material and printing.

*Restrictions as to amount.*—In each of these States, \$150 is granted annually for each deaf pupil instructed; in Ohio, \$150 is also granted for each crippled pupil instructed; and in Wisconsin, \$150 is granted for each defective-speech pupil instructed. In Wisconsin when parents are unable to meet the expense, \$100 additional per pupil is granted for the instruction of deaf or defective-speech pupils residing in the State, but not in the district in which the school is located. In Ohio and Wisconsin, \$200 is granted annually for each blind pupil instructed. In each of the States considered a proportionate share of the amount of State aid is granted when a pupil is instructed less than nine months in the year.

## EVENING SCHOOLS.

State aid for the establishment and maintenance of elementary evening schools is granted by three States—Connecticut, Maine, and New Jersey.

*General restrictions.*—In Connecticut, such schools must be in session at least 75 sessions in each school year; in New Jersey for a term of four months, each month to consist of 16 sessions of at least two hours each. In Maine the course of study must include instruction in freehand and mechanical drawing, domestic science, or manual training, or the elements of the trades; in New Jersey, the course of study must be approved by the State board of education.

*Restrictions as to amount.*—In Connecticut the sum granted per pupil is \$2.25; in Maine it is two-thirds of the amount paid for instruction. In New Jersey, when districts raise for the maintenance of an evening school by subscription, special appropriation, or special tax, a sum satisfactory to the State board of education, they receive an equal amount of State aid up to a maximum of \$5,000 to any one district.

## TEACHING OF LOCAL HISTORY AND LOCAL GEOGRAPHY.

In Maine when a town history combined with local geography has been approved by the State historian and published by the town for regular use in its schools, State aid is granted not exceeding one-half the cost of printing and binding, but in no case more than \$150.

## MEDICAL INSPECTION.

In Rhode Island any town or city providing medical inspection, approved by the State board of education, is entitled to receive annually from the State appropriation an amount equal to one-half of its annual expenditure for such purpose, the amount of such aid, however, not exceeding \$250.

## IMPROVEMENT OF RURAL SCHOOL CONDITIONS.

Through grants of State aid for the improvement of rural school conditions, States suggest the advisability of a reorganization, including the general improvement of smaller rural schools, establishment of graded schools, consolidation, and the transportation of school children. Although only 15 States<sup>1</sup> grant special aid for this purpose, school administrators generally believe that every State would profit by legislation of this kind. The aims of a State in granting financial aid for this purpose are to furnish equal or better school facilities with a longer minimum school term, to secure economy of teacher employment, efficiency in the teaching force, and a proper classification of children.

## RURAL SCHOOLS.

Legislation referring directly to grants of State aid for the improvement of rural schools is found in four States.<sup>2</sup>

*General restrictions.*—The conditions attached refer, in the main, to the maintenance of schools for the minimum term; the erection of proper and suitable buildings and

<sup>1</sup> Alabama, Florida, Iowa, Minnesota, Missouri, New Jersey, New York, North Dakota, Oklahoma, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Wisconsin.

<sup>2</sup> Alabama, North Dakota, South Carolina, Wisconsin.

their equipment; the employment of qualified teachers; and the enforcement of a State course of study. More specifically, in Alabama, localities are required to raise a certain sum by donation or subscription; in South Carolina, localities are required to levy and collect a special tax of 4 mills and to maintain a specified enrollment and attendance; in Wisconsin, they must maintain a specified attendance.

*Restrictions as to amount.*—The maximum amount granted in Alabama for the erection of a rural schoolhouse is \$200. For maintenance of schools, North Dakota grants \$100 or \$150 per school; South Carolina grants \$200 or \$300, the amount depending upon the grade of school established; and Wisconsin grants \$10 per month for each teacher employed in rural schools of the first grade, and in rural schools of the second grade \$5 per month for each teacher employed.

#### GRADED SCHOOLS.

State aid is granted for the establishment and maintenance of graded schools in six States.<sup>1</sup>

*General restrictions.*—Chief among the conditions named are the maintenance of school for the minimum term, the enforcement of an approved course of study, the erection and equipment of suitable buildings, and the employment of legally qualified teachers. In Florida, a State-aided graded school must be located at least 3 miles from any city of 500 or more inhabitants, and in Florida and Wisconsin a certain average attendance must be maintained. In North Dakota, in schools of the first class, the course of study must include two years of high-school work, and in schools both of the first and second classes must include courses in domestic science, and either manual training or elementary agriculture.

*Restrictions as to amount.*—The amount of aid granted in Florida is \$200 a year for four years. In Minnesota, the annual grant is \$300 or \$750, according to the class of schools maintained; \$500 additional is granted to such schools as, in addition to meeting all the requirements of a State graded school, maintain a course equivalent to two years of high-school work and comply with certain other specified requirements. In North Dakota, the grant is \$150 or \$200, according to the class of school maintained; in Wisconsin, \$300 or \$200, according to the number of departments maintained in each school. In Rhode Island, \$100 per school is granted when an ungraded school is consolidated with a graded school; and in Virginia, \$200 per school when such school has maintained two, three, or four rooms.

#### CONSOLIDATION.

By grants of State aid, localities are encouraged in seven States<sup>2</sup> to consolidate schools.

*General restrictions.*—The conditions attached to such grants are the maintenance of a minimum school term, the introduction of specified subjects into the curriculum, the maintenance of a specified number of departments, the provision of sites, the erection and equipment of buildings, and the employment of legally qualified teachers. In Missouri, when districts are organized into a consolidated district, such consolidated district must have a certain area or a certain enumeration of school children.

*Restrictions as to amount.*—The amount of aid granted in Iowa varies from \$250 to \$500 for equipment and from \$200 to \$750 annually for maintenance, according to number of rooms in the building. In Minnesota, the amount of aid granted is \$1,500, \$1,000, or \$750, according to the class of school; in addition aid in the construction of

<sup>1</sup> Florida, Minnesota, North Dakota, Rhode Island, Virginia, Wisconsin.

<sup>2</sup> Iowa, Minnesota, Missouri, North Dakota, Oklahoma, Tennessee, Wisconsin.

a building equal to 25 per cent of its cost may be granted, not exceeding \$1,500. In North Dakota, \$600 or \$500 is granted, according to the class of school, when consolidated schools meet the requirements of State graded schools. In Missouri, when a consolidated district has secured a suitable site and erected thereon a central building according to law and has complied with other conditions, the State pays one-fourth of the cost of such building and equipment within a maximum of \$2,000 to any one district. In Oklahoma, to districts which have constructed and furnished a suitable building, and which have complied with certain other conditions, aid is granted, within a maximum of \$1,500, to an amount not exceeding one-half the cost of said building. In Tennessee, to encourage the establishment of consolidated schools and to provide transportation, a part of 10 per cent of the general education fund is appropriated by the State. In Wisconsin, when two or more rural districts or subdistricts consolidate, aid for the purpose of partially defraying the cost of erecting and equipping a school building is granted in amounts varying from \$500 to \$5,000, according to type and size of the school maintained.

#### TRANSPORTATION.

State aid is granted in four States <sup>1</sup> for transportation, board, and tuition of school children.

*General restrictions.*—So far as conditions are concerned, in New Jersey and New York, aid is granted to a certain amount if the locality dispenses with the services of a teacher, and to a different amount if the district maintains its own school; in New York, the term must be at least 160 days; in Wisconsin, the average attendance of pupils transported to a one-department or two-department rural school, or to a school containing the grades below the free high school, must be at least 80 per cent of the entire number of children enrolled for transportation for a term of at least 32 weeks.

*Restrictions as to amount.*—In regard to amount, in three of the States a certain sum annually is granted; New Jersey grants \$200 per district when a teacher is dispensed with, or 75 per cent of the cost of transportation when a district does not close its school; New York, \$125 to \$200 according to the valuation of property within the district, when a district closes its school; and the maximum sum of \$25 per pupil when a home school is maintained and at least 12 children are transported. In Vermont, the amount granted is dependent upon the tax raised and expended by localities. In Wisconsin, the grant is 5 cents a day for each pupil outside the 2-mile limit transported to a district school; 10 cents a day for each pupil outside the 2-mile limit transported within a consolidated district; or \$150 annually to each rural school district or subdistrict closing the district or subdistrict school and transporting the pupils to a one-department or two-department rural school, or a school containing the grades below the free high school; or \$200 when two or more school districts maintaining one-department rural schools consolidate and establish a State graded school of the first or second class, transporting the children thereto.

#### INCREASE IN AVERAGE LENGTH OF SCHOOL TERM.

One State, South Carolina, grants aid annually for the purpose of increasing the average length of the school term to at least 100 days when the regular school fund is insufficient to maintain school for that period of time. Within a maximum of \$100 per school annually, the amount granted equals the amount raised by special taxation. The request for such aid must meet with the approval both of the county superintendent and of the State superintendent.

<sup>1</sup> New Jersey, New York, Vermont, Wisconsin.

## TEACHERS' INSTITUTES.

In order to encourage the holding of teachers' institutes, State aid is granted in four States.<sup>1</sup> A union of towns for institute purposes is encouraged in both Kansas and Massachusetts by grants of State aid.

*General restrictions.*—In Michigan aid is granted only when institute funds are insufficient to meet necessary expenses, no other conditions being attached thereto; in Kansas, teachers must pay a registration fee; in Massachusetts the annual meeting must be not less than one day; in North Dakota, the aid granted must be used exclusively for salaries of conductors and lecturers appointed by the State superintendent.

*Restrictions as to amount.*—The amount of aid granted in Kansas is \$50; to a union, \$50 for each county represented; in Massachusetts \$50 is also granted, and to a union not exceeding \$350. In North Dakota a sum of \$100 is granted to each county for institute purposes.

## DISCUSSION.

The intention of a State in granting State aid is to improve public schools by a combination of State and local support. In the main, the purposes for which State aid is proffered are not those which are commonly regarded as necessities, but rather as extensions of elementary school work. Like many other educational innovations, such extensions have become a part of school activity through the initiative of the richer localities, which are able to introduce and maintain them independently of any State aid. Less prosperous localities, in their endeavor to gain equal advancement, may have realized the wisdom of providing a certain amount of money for such purposes and of then applying to the State for an additional amount; or a State, conscious of existing inequalities in educational opportunities and actuated by broad interests, may have proffered aid to localities that were willing to join in a movement for increasing the efficiency of their elementary schools. In State aid as granted, the conditions imposed are not unduly burdensome, yet the enforcement of the conditions tends to arouse a permanent interest in school improvement. Such action on the part of a State necessarily implies central control. The form of control presented, however, is tolerant. Localities are in no instance compelled to accept State aid, but if they do accept, then the conditions attached become operative. In other words, the rather high degree of centralization involved in the usually stringent conditions is modified in practice by voluntary participation on the part of localities. In view of these facts and of the relative importance and distribution of the various purposes for which State aid is granted in the 33 States having any provision for State aid, the standard can not be regarded as showing conclusively either centralization or localization, but rather a division of control, with the odds in favor of localization.

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<sup>1</sup> Kansas, Massachusetts, Michigan, North Dakota.

*Summary of purposes for which State aid is granted.*

States.	Maintenance of schools, including equalization of educational advantages.	Employment of qualified teachers and payment to them of a minimum salary.		School libraries.	Erecting and furnishing schoolhouses.	Free texts.	Local school supervision.		Enlargement of sphere of public elementary education.					Improvement of rural school conditions.				Increase in length of school term.	Teachers' institutes.
		Qualified teachers.	Minimum salary.				County, town, or district supervision.	Union supervision.	Vocational education, including manual training.	Day schools for deaf, blind, and crippled children.	Evening schools.	Compilation of local history and geography.	Medical inspection.	Rural schools.	Graded schools.	Consolidation.	Transportation.		
Alabama.....																			
Colorado.....																			
Connecticut.....																			
Florida.....																			
Idaho.....																			
Indiana.....																			
Iowa.....																			
Kansas.....																			
Maine.....																			
Maryland.....																			
Massachusetts.....																			
Michigan.....																			
Minnesota.....																			
Missouri.....																			
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New Mexico.....																			
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North Carolina.....																			
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Ohio.....																			
Oklahoma.....																			
Rhode Island.....																			
South Carolina.....																			
Tennessee.....																			
Utah.....																			
Vermont.....																			
Virginia.....																			
West Virginia.....																			
Wisconsin.....																			

#### IV. RESTRICTIONS UPON THE RIGHT OF LOCALITIES TO BORROW MONEY AND TO ISSUE BONDS.

Under the American system of education the successful administration of public schools depends largely upon the spirit of independence and enterprise possessed by the various localities, and upon their readiness to assume financial responsibility. Recognizing these facts, nearly all the States<sup>1</sup> have adopted legislation authorizing localities to borrow money and to issue bonds for school purposes. This form of participation in the financial support of public schools is not made compulsory upon localities by the States; nevertheless there is manifest a very general desire on the part of the former to provide types of schools representative of community interests. In order to accomplish this aim, it is often necessary for localities to borrow money and to issue bonds, because limited State appropriations and the proceeds of local taxation do not afford revenue sufficient for the introduction and maintenance of the superior educational advantages which a large number of the more progressive localities desire. Furthermore, the amount of taxes necessary to be raised in any one year for certain purposes may be deemed by local school authorities to be burdensome; the borrowing of money or the issuing of bonds tends to distribute the burden of taxation and to provide for immediate needs. Therefore we find that 44 of the 48 States authorize localities to borrow money and to issue bonds. In 3 of these States—North Carolina, Virginia, and Wisconsin—loans are made to localities from the State school fund.

In borrowing money and issuing bonds, localities are restricted by State legislation. Such restrictions may name (1) the persons authorized to borrow money or issue bonds, (2) the purpose for which money thus raised may be expended, (3) the amount that may be borrowed, (4) the period for which bonds may run, (5) the denomination in which bonds may be issued, (6) the rate of interest they must bear, (7) the selling price they must command, (8) how the sinking fund for their redemption must be cared for, (9) the conditions under which States proffer loans to localities, and (10) other details.

#### AUTHORITY.

The first detail of restriction deals with the designation by central authority of the persons ultimately responsible for authorizing the borrowing of money and the issuing of bonds. This policy is common to 41 States. In 28 States<sup>2</sup> such responsibility is vested solely in legal voters; in 8 States,<sup>3</sup> in legal voters who are taxpayers; in 3 States,<sup>4</sup> either in legal voters or in school trustees, according to the purpose

<sup>1</sup> Except Alabama, Maine, Maryland, Massachusetts.

<sup>2</sup> Arkansas, Connecticut, Delaware, Illinois, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

<sup>3</sup> Arizona, California, Colorado, Florida, Louisiana, Mississippi, Texas, Utah.

<sup>4</sup> Georgia, Idaho, Ohio.

for which or the district in which bonds are to be issued; in 1 State,<sup>1</sup> in school trustees alone; in 1 State,<sup>2</sup> either in the township trustee upon authorization of the township advisory board, or in school trustees, according to the kind of school unit concerned.

Although legal voters most frequently have the actual power as to the issuing of bonds, yet in a number of States where this is so, local school authorities are intrusted with certain minor powers, such as preparing an estimate of the probable amount of money needed, as in Colorado, Michigan, Nevada, and Ohio. In Arkansas, for erecting and equipping school buildings in special school districts, boards of directors prescribe conditions and regulations as to amount, time, and manner of payment of bonds. In Michigan, before bonds may be issued, the school board must pass upon the legality of the proceedings in voting the bonds. In Iowa the school board may not attempt to defeat the wish of the voters clearly expressed, yet a vote to issue bonds is regarded somewhat as permissive authority. In New York (in union free-school districts for building schoolhouses) and in Missouri, local school authorities may issue bonds for a less sum than the amount authorized by vote. In New Mexico, when a school district does not own a schoolhouse, the county superintendent has power upon a petition signed by 20 residents to order the school directors to submit the question of issuing bonds for such purpose to the voters.

In the States in which bonds are issued on vote of the electors or of the voting taxpayers a notice must be given either by the district itself or by local school authorities stating the time of election, the amount of money to be raised, the purpose or purposes for which bonds are to be issued, the rate of interest thereon, and the number of years they are to run. Although the issuing of original bonds is vested primarily in legal voters, the power of renewing, extending, and replacing bonds is generally vested in school trustees. For example, when school sites are to be purchased, schoolhouses erected, furnished, repaired, etc., the people must vote upon the question; but if it becomes necessary to refund bonds already authorized by the people, local school authorities have the power to take such action. It should also be noted that in some of these States, although the legal voters must pass upon the original issue of permanent bonds, a school board, in addition to the power of renewing, extending, and replacing such bonds, has original power to issue temporary bonds or warrants in anticipation of its regular income from taxes.

#### PURPOSE.

Another restriction attached to the borrowing of money or the issuing of bonds is the designation by States of the purpose for which money thus raised may be expended. This restriction holds in all of

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<sup>1</sup> Pennsylvania.

<sup>2</sup> Indiana.

the 44 States authorizing the borrowing of money or the issuing of bonds. The most common of the purposes designated are the purchase, condemnation, and improvement of sites; the erection, repair, and furnishing of schoolhouses; the building of additions thereto; the maintenance of schools; and the refunding of bonds. The least frequent purposes are the payment of teachers' salaries; the introduction and maintenance of school libraries and vocational education, including manual training; the establishment of a school of detention; the establishment and maintenance of playgrounds and gymnasiums; the insurance of school property; and the meeting of unusual conditions. The following chart shows in detail these purposes, as specified by the various States:

*Survey of purposes for which money may be borrowed and bonds issued.*

States.	Sites.	Erection of schoolhouses.	Repair of schoolhouses.	Additions to schoolhouses.	Furnishing schoolhouses.	Maintenance of schools.	Teachers' salaries.	School libraries.	Vocational education, including manual training.	School of detention.	Playgrounds and gymnasiums.	Insurance of school property.	Meeting of unusual conditions.	Renewing, extending, or replacing of bonds or funding outstanding indebtedness.
Arizona.....	x	x			x									x
Arkansas.....	x	x	x		x									x
California.....	x	x	x	x	x							x		x
Colorado.....	x	x			x									x
Connecticut.....	x	x			x									x
Delaware.....	x	x	x	x	x	x								x
Florida.....	x	x	x	x	x									x
Georgia.....	x	x	x	x	x		x							x
Idaho.....	x	x	x	x	x									x
Illinois.....	x	x	x	x	x		x				x			x
Indiana.....	x	x	x	x	x									x
Iowa.....	x	x	x	x	x									x
Kansas.....	x	x	x	x	x									x
Kentucky.....	x	x	x		x	x								x
Louisiana.....	x	x	x		x	x								x
Michigan.....	x	x	x	x	x	x	x	x						x
Minnesota.....	x	x	x	x	x	x								x
Mississippi.....	x	x	x	x	x	x	x							x
Missouri.....	x	x	x	x	x	x	x							x
Montana.....	x	x	x	x	x	x	x							x
Nebraska.....	x	x	x	x	x	x	x							x
Nevada.....	x	x	x	x	x	x	x							x
New Hampshire.....	x	x	x	x	x	x			x					x
New Jersey.....	x	x	x	x	x	x								x
New Mexico.....	x	x	x	x	x	x				x				x
New York.....	x	x	x	x	x	x								x
North Carolina.....	x	x	x	x	x	x								x
North Dakota.....	x	x	x	x	x	x								x
Ohio.....	x	x	x	x	x	x								x
Oklahoma.....	x	x	x	x	x	x								x
Oregon.....	x	x	x	x	x	x								x
Pennsylvania.....	x	x	x	x	x	x								x
Rhode Island.....	x	x	x	x	x	x								x
South Carolina.....	x	x	x	x	x	x								x
South Dakota.....	x	x	x	x	x	x								x
Tennessee.....	x	x	x	x	x	x								x
Texas.....	x	x	x	x	x	x								x
Utah.....	x	x	x	x	x	x								x
Vermont.....	x	x	x	x	x	x								x
Virginia.....	x	x	x	x	x	x								x
Washington.....	x	x	x	x	x	x								x
West Virginia.....	x	x	x	x	x	x								x
Wisconsin.....	x	x	x	x	x	x	x						x	x
Wyoming.....	x	x	x	x	x	x								x

## AMOUNT.

Restriction is also placed upon the total amount of bonded or other indebtedness which may be incurred by localities. Such restriction occurs in 33 States and may be expressed in terms of dollars, in a certain percentage of the valuation of taxable property, or in a combination of such terms.

These limitations are as follows:

In Arizona, 6 per cent. In California, 5 per cent. In Colorado, 5 per cent in districts of the first and second classes and  $3\frac{1}{2}$  per cent in districts of the third class. In Idaho, for building and furnishing schoolhouses, 4 per cent; for sites, buildings, and furnishing schoolhouses in independent districts, 5 per cent. In Illinois, 5 per cent. In Indiana, 2 per cent; for constructing and equipping a room or building in which to teach the arts of agriculture, domestic science, or physical or practical mental culture, or for general township use, 1 per cent. In Iowa,  $1\frac{1}{2}$  per cent; for building and furnishing schoolhouses in independent districts, 4 per cent. In Kansas, for erecting and purchasing schoolhouses,  $1\frac{1}{2}$  per cent, except that upon petition of at least one-half of the number of electors entitled to vote the State board of school fund commissioners may, for the purpose of erecting buildings, authorize a school district to vote bonds to an amount of 50 per cent in excess of  $1\frac{1}{2}$  per cent, or a total of  $2\frac{1}{2}$  per cent; for the refunding of outstanding debt no bonds may be issued where the total indebtedness of such school district or board of education would thereby exceed  $1\frac{1}{2}$  per cent of the assessment for taxation. In Kentucky, in cities, 2 per cent; in common graded school districts, \$150,000. In Louisiana, 10 per cent. In Michigan, 10 per cent; in districts having 100 or more census children, \$100 per capita of such census. In Mississippi, 5 per cent. In Missouri, 5 per cent. In Montana, for purchasing sites and buildings and equipping schoolhouses, 3 per cent, but not exceeding \$500,000 (one district in the State excepted). In Nebraska, in districts having 100 or more children of school age, such a rate as may be agreed upon, not to exceed 12 per cent of the assessed valuation; in smaller districts, not to exceed 5 per cent, such maximum rate being subject, however, to the maximum amount in dollars hereafter stated; in districts having 50 or more children of school age but less than 100, \$5,000; in districts having 25 or more children of school age, but less than 50, \$2,000; in districts having 12 or more children of school age but less than 25, \$500; in districts having less than 12 children of school age no bonds may be issued.

In New Jersey for purchasing sites, erecting buildings, etc., 3 per cent; for establishing a school of detention, one-half of 1 per cent of the ratables of the county. In New Mexico, 4 per cent. In New York (special school districts), 5 per cent. In North Dakota, 5 per cent. In Oklahoma, 5 per cent. In Oregon, 5 per cent. In Pennsylvania (except in districts of the first class), 7 per cent; in school districts having no indebtedness or whose indebtedness is less than 2 per cent, a temporary debt may be incurred in districts of the first and second classes not exceeding two-tenths of 1 per cent, and in school districts of the third and fourth classes, one-half of 1 per cent, provided that in both cases the whole school-district indebtedness does not exceed 2 per cent. In Rhode Island, 3 per cent, the giving of a new note or bond for a preexisting debt, or for money borrowed and applied to such debt, excepted, and the amount of any sinking fund having been deducted in computing such indebtedness. In South Carolina, 4 per cent. In South Dakota not more than \$2,500 for any one schoolhouse, except in towns or villages of more than 100 inhabitants, where 4 per cent is the limit; when two or more schools are consolidated, \$4,000, within a limit of 4 per cent; in independent districts of at least 100 inhabitants, 5 per cent. In Tennessee for all public

improvements, including the erection and equipment of schoolhouses, 20 per cent. In Texas the aggregate amount of bonds must never reach such an amount that a tax of 25 cents on the \$100 will not pay current interest and provide an adequate sinking fund. In Utah, 4 per cent. In Virginia, 18 per cent.<sup>1</sup> In Washington, 5 per cent. In West Virginia, 5 per cent, including, in any district of 300 or more children of school age, 2½ per cent for school buildings; in city school districts, 2½ per cent, except in cases where such corporations have previously authorized bonds to be issued. In Wisconsin, 5 per cent, of which not less than two-thirds shall be secured in real estate and not exceeding in any case \$25,000. In Wyoming, 2 per cent.

Generally, funding or refunding bonds may not exceed in amount the face value of the bonds they are issued to replace, although in some States the amount of interest due may be included in the new issue.

A minor restriction also dealing with the total amount of indebtedness which localities may incur takes the form of permissive authority to local boards of education to borrow money or to issue bonds temporarily for pressing needs in amounts not exceeding all or a specified portion of their expected income from local taxation, or, as in Georgia, Michigan, and New Jersey, from the public-school fund. This occurs in Georgia, Nevada, Ohio, and in 11 of the States<sup>2</sup> included under the major restriction just considered.

In Georgia, county boards of education may borrow to pay teachers' salaries for the current school year a sum no greater than the county is entitled to receive from the public-school fund. In Kentucky money may be borrowed or debts contracted by county boards of education for school purposes not to exceed the anticipated revenue for school purposes for the current fiscal year. In Indiana when a gift exceeding \$5,000 for erecting a public-school building in unincorporated towns is made on condition that an amount equal thereto shall be raised for such purpose, bonds not exceeding \$15,000 in anticipation of the revenue for special school purposes may be issued; when a township is indebted beyond the ability of the current taxes to meet such indebtedness, bonds may be issued not exceeding in the aggregate the amount of such indebtedness; if an emergency exists for the expenditure of any sums not included in the existing estimates and levy, money may be borrowed in a sum sufficient to meet such emergency and a levy be made to pay the debt so created. In Iowa, when a schoolhouse tax has been voted, the board may anticipate the levy and collection and issue orders to build. In Michigan, when a tax has been voted and money is needed before the tax can be collected, money may be borrowed on the strength of such tax not exceeding the total of such tax; further, when any deficiency is caused in the teachers' salary fund by the changing of the date of the apportionment of the primary-school interest fund, money may be borrowed or bonds issued for the sum of such deficiency. In Montana warrants for the payment of current expenses may be issued in anticipation of school moneys which have been levied but not collected; but such warrants shall not be drawn in excess of the sum levied. In Nevada, whenever the county-school fund of any district is exhausted and there is not enough money available for the maintenance of schools, warrants may be issued, but the total amount of such interest-bearing warrants outstanding and unpaid may not exceed the total cost of maintaining the schools for the current year nor 1 per

<sup>1</sup> The 18 per cent limit does not apply to those cities and towns whose charters existing at the adoption of the constitution authorize a larger percentage than is authorized by this section; further, certain indebtedness is not to be included in this limit.

<sup>2</sup> Indiana, Iowa, Kentucky, Michigan, Montana, New Jersey, New York, North Dakota, South Carolina, Utah, Wisconsin.

cent of the total assessed valuation of the district. In New Jersey a sum not exceeding one-half of the amount appropriated for the current expenses of the schools and for the repair of schoolhouses may be borrowed and promissory notes delivered therefor; a temporary loan may also be incurred in anticipation of the receipt of moneys to the extent of not exceeding 80 per cent of the amount of moneys which may be apportioned to such school district. In New York, union free-school districts may borrow money in anticipation of taxes levied but uncollected and not in excess thereof. In North Dakota, in independent districts, money may be borrowed when necessary, in anticipation of the taxes raised. In Ohio, bonds may be issued to obtain and improve school property in anticipation of income from taxes, provided no greater amount of bonds may be issued in any one year than would equal the aggregate of a tax of 2 mills for the preceding year; for remedying defects in schoolhouses which have been condemned, \$5,000. In South Carolina, money may be borrowed for ordinary school purposes in an amount not to exceed 75 per cent of the county-school tax and the taxes must be pledged for the payment of the money so borrowed and the interest thereon. In Utah, money may be borrowed for the maintenance of schools not in excess of the taxes for the current school year; and also for the purchase of sites and buildings not in excess of any tax that may have been lawfully imposed for such purposes. In Wisconsin, money may be borrowed for teachers' salaries and usual expenses in an amount not exceeding the amount of district taxes to be collected at the next levy.

#### PERIOD.

In addition to restricting a bond issue or the borrowing of money in regard to the responsible issuing authority, the purpose, and the amount, State legislation often limits the period for which money may be borrowed or bonds may run. Such restriction occurs in 35 States. The periods specified range from 6 months to 40 years, so far as an original transaction is concerned; and from 10 to 30 years for a renewal, extension, or replacement. Frequently the States reserve to local school authorities the power to redeem bonds prior to the date when due, such power to be exercised at the option of the school authorities, or when the sinking fund is adequate for the redemption of the bonds. The limitations as to the periods within which bonds must mature or outstanding indebtedness be paid are as follows:

In Arizona, within 20 years; bonds issued to increase the indebtedness of districts above 4 per cent, within 40 years. In California, within 40 years. In Colorado, original bonds in not less than 20 nor more than 40 years; refunding bonds, within 20 years. In Georgia, money borrowed for teachers' salaries, as soon as possible within the current school year. In Idaho, original bonds within 20 years; refunding bonds, in not less than 10 nor more than 20 years. In Illinois, within 20 years. In Indiana, bonds issued in incorporated towns for sites or buildings, within 1 to 10 or 1 to 20 years, according to form of issue; bonds issued in incorporated cities and towns for the purpose of purchasing grounds, erecting and furnishing school buildings, within 25 years; bonds issued in incorporated towns having a population of not more than 1,000 inhabitants, for sites, buildings, and repairs, within 20 years; in incorporated towns having a population of more than 1,000 inhabitants but less than 5,000, for sites, buildings, and repairs, in not less than 10 nor more than 24 years; bond or note issue in incorporated towns having a population of not more than 2,000 inhabitants, for sites and buildings, within 15 years; bonds issued in incorporated towns and cities,

except in cities of the first and second classes, for sites, buildings, and repairs, within 25 years; bonds or warrants issued in townships for the construction of a school building when indispensably necessary, within 10 years; bonds issued in townships for constructing and equipping a room or building in which to teach the arts of agriculture, domestic science, or physical or practical mental culture, or for general township use, within 10 years; money borrowed in any township for legalizing emergency school debts contracted for the erection or enlargement of a schoolhouse, within 5 years; bonds issued in townships to cover indebtedness beyond the ability of the current taxes to meet, as evidenced by bonds, notes, or other obligations, within 15 years; bonds issued in unincorporated towns for erecting a school building to secure the benefits of a gift or bequest exceeding \$5,000, in anticipation of the revenue for special school purposes, within 7 years. In Iowa, school building bonds, 10 years, except that in independent districts having at the time of issuance of any bonds other bonds outstanding amounting to not less than \$400,000, any bonds in excess of such amount may run not exceeding 20 years. In Kansas, for erecting and purchasing schoolhouses, within 15 years; refunding bonds, within 30 years.<sup>1</sup> In Kentucky, within 30 years. In Louisiana, not less than 5 nor more than 40 years. In Michigan, within 15 years; money borrowed or bonds issued to meet deficiencies in teachers' salaries, within 5 years. In Minnesota, within 15 years. In Missouri, original bonds, within 20 years; funding and refunding bonds, in not less than 5 nor more than 30 years. In Montana, original bonds, within 10 years; refunding bonds, within 20 years. In Nebraska, within 30 years. In Nevada, within 20 years. In New Jersey, for the erection of a school of detention, within 20 years; bonds issued for purchasing sites, etc., within 30 years; renewing bonds, at such times as the legal voters shall direct. In New Mexico, for erecting and completing schoolhouses, in not less than 20 nor more than 30 years; refunding bonds in cities and towns, in not less than 10 nor more than 40 years. In New York, in common-school districts and in union free-school districts for sites and buildings, within 20 years; in union free-school districts, money borrowed to pay current expenses, within the current fiscal year or within 9 months thereafter; bonds or other obligations issued in cities of the third class, villages, town school districts, etc., for any municipal or district improvement, within 50 years. In North Dakota, original bonds, in independent districts, within 25 years; in common-school districts, in not less than 10 nor more than 20 years; refunding bonds within 20 years. In Ohio, refunding bonds, within 20 years; bonds to obtain or improve school property, within 40 years. In Oklahoma, original bonds, within 20 years; funding bonds, within 30 years.<sup>1</sup> In Oregon, not less than 10 years nor more than 20 years; bonds sold to the State land board, in not less than 1 nor more than 20 years. In Pennsylvania, temporary indebtedness, within 2 years; bonds, within 30 years. South Carolina, within 20 years. In South Dakota, bonds issued for purchase of sites, building, and furnishing schoolhouses, in not less than 3 nor more than 15 years; in independent districts, for purchase of sites, building schoolhouses, or funding outstanding indebtedness, within 20 years; districts finding themselves indebted beyond the present constitutional limit, but within the former limit, may issue bonds extending the time of payment for a period not less than 3 nor more than 10 years. In Tennessee, in districts or municipalities of less than 100,000 inhabitants, within 30 years. In Texas, within 20 years when issued for the erection of buildings constructed of wood, and within 40 years when buildings are constructed of more substantial material. In Utah, within 20 years. In Virginia, for erecting and improving schoolhouses, within 35 years. In Washington, within 20 years; in city school districts, within 34 years, except in cases where such corporations have previously authorized bonds to be issued. In West Virginia, in not less than 10 nor more than

<sup>1</sup> No bonded indebtedness may be refunded except such as has been issued and outstanding at least 2 years at the time of such refunding.

34 years. In Wisconsin, money borrowed for teachers' salaries and usual school expenses, within 6 months; money borrowed to meet any unusual condition, within a year; bonds for other school purposes, within 15 years; refunding bonds, within 20 years from the time the indebtedness was originally contracted. In Wyoming, original bonds, within 25 years; refunding bonds, within 30 years.

#### DENOMINATION.

Another major restriction attached to the issuing of bonds refers to the denominations in which they may be issued. This restriction is imposed in 20 States,<sup>1</sup> the denominations ranging from \$50 to \$100,000 per bond, as follows:

In Michigan and Oregon, not less than \$50. In New York, in special school districts for purchasing sites, etc., \$50 or some multiple of \$50. In South Dakota, \$50 or some multiple of \$50 not exceeding \$200. In North Dakota, \$50 or some multiple of \$50. In Utah, \$50 or some multiple of \$50 not exceeding \$1,000. In Illinois, Iowa, Missouri, Oklahoma, and Washington, not less than \$100 nor more than \$1,000. In Wyoming, refunding bonds, not less than \$100. In Colorado and Montana, \$100 or some multiple thereof. In New Mexico, for erecting and completing schoolhouses, not less than \$25 nor more than \$500; in incorporated cities and towns, for the purchase of sites, not less than \$50. In Kansas, not less than \$100 nor more than \$500; funding and refunding bonds, not less than \$100 or more than \$1,000. In Indiana, not less than \$100 nor more than \$1,000; funding and refunding bonds, not less than \$50 nor more than \$1,000; refunding bonds in incorporated towns of not over 2,000 inhabitants, not less than \$100. In Oregon (bonds purchased by the State land board) and in Kentucky, not exceeding \$10,000. In Tennessee, not less than \$100 nor more than \$100,000. In Louisiana, in a varying amount, depending upon the conditions of the bond issue.

#### RATE OF INTEREST.

Local authorities are also restricted in respect to the rate of interest which may be allowed upon money borrowed or bonds issued. In 39 States<sup>2</sup> a maximum rate of interest is designated, ranging from the lowest rate obtainable to 8 per cent per annum.

These limitations are as follows:

In Georgia, money borrowed for teachers' salaries, as low a rate of interest as possible. In Wisconsin,  $3\frac{1}{2}$  per cent; money borrowed for teachers' salaries and usual school expenses, 7 per cent. In Louisiana, Mississippi, New Hampshire, Texas, and Utah, 5 per cent. In Indiana, for sites, buildings, and repairs in incorporated cities and towns,  $4\frac{1}{2}$  per cent; for sites, buildings, and repairs in incorporated towns of less than 5,000 inhabitants, 5 per cent; for the same purpose in incorporated towns and cities, except cities of the first and second classes, 5 per cent; for the same purpose in towns having not more than 2,000 inhabitants, 6 per cent; for constructing a school building in townships, when indispensably necessary, 8 per cent; for funding or refunding indebtedness in townships, 6 per cent; for the same purpose in incorporated towns or cities, 4 per cent; to meet the conditions of a gift or bequest for erecting a school build-

<sup>1</sup> Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Missouri, Montana, New Mexico, New York, North Dakota, Oklahoma, Oregon, South Dakota, Tennessee, Utah, Washington, and Wyoming.

<sup>2</sup> Arizona, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

ing in incorporated towns, 7 per cent; for erecting a schoolhouse for a joint graded school upon authorization of the voters residing in incorporated towns or cities of the fifth class and of the voters residing in the same township but outside such city or town, 4½ per cent. In North Dakota, 5 per cent; funding or refunding bonds, 6 per cent. In Arizona, California, Delaware, Idaho, Kansas, Kentucky, Montana, Nebraska, Nevada, New York, Ohio, Tennessee, Virginia, Washington, and Wyoming, 6 per cent. In Iowa, school-building bonds, 6 per cent; certain other bonds, 5 per cent. In New Jersey, 6 per cent; bonds issued for a school of detention or money borrowed by a township committee for the maintenance of schools, 5 per cent. In New Mexico, original bonds, 6 per cent; refunding bonds, 5 per cent. In West Virginia, in districts having an enumeration of youth of school age of 300 or more, 6 per cent. In Minnesota and South Dakota, 7 per cent. In Illinois, common-school district bonds, 7 per cent; special school-district bonds, 5 per cent. In Oklahoma, original bonds, 7 per cent; funding bonds, 6 per cent. In South Carolina, original bonds, 8 per cent; money borrowed to repay school claims, 7 per cent. In Colorado, in districts of the third class and for refunding bonds in all districts, not exceeding 8 per cent; in districts of the first and second classes, 6 per cent. In Florida and Michigan, 8 per cent. In Missouri, 8 per cent; funding and refunding bonds, 8 per cent or 5 per cent, according to conditions. In Oregon, at a rate not exceeding legal interest. In Pennsylvania, money borrowed as a temporary debt, not exceeding the legal rate of interest.

#### SELLING PRICE.

Restrictions are also placed by 29 States<sup>1</sup> upon the selling price of bonds. In 25 of these States there is provision that bonds of any description may not be sold for less than par or less than par with accrued interest; in the remaining 4 States bonds may or may not be sold for less than par, according to the conditions or nature of the bonds.

*Bonds may not be sold for less than par or less than par with accrued interest.*—In Arizona, California, Colorado, Idaho, Iowa, Kentucky, Louisiana, Montana, Nebraska, Nevada, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania (for payment of temporary indebtedness), South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, and Wyoming.

*Bonds may or may not be sold for less than par, according to conditions or nature of bonds.*—In Indiana, for a bond issue not exceeding \$50,000 in incorporated cities and towns for sites or buildings, at not less than 94 cents on the dollar; in unincorporated districts, to meet the conditions of a gift or bequest of \$5,000 or more for a school building, at not less than 95 cents on the dollar; other bonds in all other districts, at not less than par. In Kansas, for school buildings, at not less than 95 cents on the dollar; funding and refunding bonds, at not less than par. In Missouri, for sites and buildings and for refunding bonds, at not less than 90 cents on the dollar; refunding bonds under certain conditions, at not less than par. In New Mexico, for buildings, at not less than 90 cents on the dollar; refunding bonds, at not less than par.

#### CARE OF THE SINKING FUND.

Another form of restriction deals with the manner of taking care of the sinking fund for the redemption of bonds. The laws of the States legislating in this particular very generally designate that the sinking

<sup>1</sup> Arizona, California, Colorado, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, and Wyoming.

fund is to be used in purchasing outstanding bonds, or invested in bonds of the State or some unit thereof, or of the United States. A few States permit investment in securities of other States or of units in other States. A less general provision is that the sinking fund may be invested in first mortgages on real estate at a stated percentage of its assessed value. In a few States there are restrictions concerning the rate of interest that must be realized from the investment of the sinking fund. A still less frequent provision is that the sinking fund may be deposited in approved banks. In all, 17 States legislate in regard to the care of the sinking fund.

In Colorado, the sinking fund may be used, first, in the retirement of outstanding bonds; second, as nearly as possible, in investments in United States bonds or State bonds of Colorado.

In Idaho, the sinking fund may be invested in United States bonds, State bonds, county bonds, or county or State warrants, when the market value thereof is not below par; it may also be invested in first mortgages on improved farm lands, but such loans may not exceed one-third of the market value of the land, exclusive of improvements thereon, given as security, and must yield an annual interest of 7 per cent.

In Kansas, the sinking fund must be invested in the bonds of the same district, in the bonds of any county, township, city or other school district, or in bonds of Kansas or of the United States. Other conditions attached to the purchase of county, township, city, or school-district bonds are the following: First, bonds purchased must be certified by the attorney general of the State as acceptable security under the State depository law; second, they must mature and become due prior to the time fixed for the payment of the bonds for which the sinking fund was created; third, the sinking fund may not be invested in the bonds of any county, township, city, or school district whose bonded and floating indebtedness exceeds 10 per cent of its assessed valuation; fourth, no premium may be paid for any bonds purchased which will have the effect of reducing the annual income from the investment to less than 3 per cent.

In Minnesota, the sinking fund may not be used to purchase bonds issued to aid in the construction of any railroad; it may be invested in State bonds of any State, or in the bonds of any county, school district, city, town, or village in Minnesota, provided that such investments yield a rate of income of not less than  $3\frac{1}{4}$  per cent per annum for the whole period elapsing before maturity.

In Missouri, the general school law of the State is that the sinking fund must be used to purchase outstanding bonds; if these can not be obtained, then the sinking fund is to be invested in bonds of the United States or of Missouri, or, at the discretion of the board of school directors, it may be loaned in the same manner and subject to the same restrictions as township school funds are loaned until outstanding bonds can be obtained. In districts under township organization, the sinking fund may be invested in first mortgages on real estate of at least double the value of the amount loaned for a period not beyond the maturity of the district's indebtedness, at not less than 4 per cent nor more than 8 per cent interest per annum; in addition, the board of school directors may require from the borrower a bond from one or more solvent sureties.

In Montana, with the surplus of the sinking fund when the same is \$1,000 or more, boards of school trustees may purchase outstanding bonds; if such bonds can not be purchased, then the sinking fund must be invested in interest-bearing bonds of the United States or of the State of Montana.

In Nebraska, the sinking fund must be used, first, in redeeming outstanding bonds; after this it may be invested, in the order stated, in registered bonds of the county in which the district is situated, in the bonds of the State of Nebraska, or in United States bonds.

In North Dakota, in common-school districts, the sinking fund may be used to purchase outstanding bonds or may be deposited in National or State banks located in the county and furnishing bonds in at least double the probable amount of deposits, at the discretion of school boards. In special and independent districts the sinking fund may be used to purchase outstanding bonds, or may be invested in the bonds of North Dakota or of the United States, or may be deposited in National or State banks subject to the same restrictions as in common-school districts; in addition, in special school districts the sinking funds may be invested in first mortgages on farm lands for a period of time not exceeding 10 years and at a rate of interest not less than 6 per cent per annum, said interest to become a part of the sinking fund, provided such loans may be made only on cultivated lands which have an appraised value of at least \$7.50 an acre, and then in sums not in excess of 40 per cent of the appraised value of such lands.

In Ohio, the sinking fund may be used for the purchase of outstanding indebtedness or may be invested in bonds of the United States, of Ohio, or of any municipal corporation, county, township, or school district of any State.

In Oklahoma, the sinking fund may be used to purchase outstanding bonds of the district when such bonds may be purchased at or below par; or it may be invested in bonds or warrants of Oklahoma or of any county, city, town, township, school district, or other municipality thereof; or in any public-building warrants maturing prior to the date of bonded indebtedness for the payment of which any such sinking fund is created.

In Pennsylvania, the sinking fund may be invested in bonds of the United States, of Pennsylvania, or of any county, city, borough, township, or school district of Pennsylvania, or in any bonds in which savings banks of Pennsylvania are authorized by law to invest their deposits, and not otherwise.

In South Carolina, the sinking fund must be deposited in some savings institution or bank approved by the board of school trustees at the best rate of interest that can be obtained.

In South Dakota, the sinking fund must be used to purchase outstanding bonds; otherwise it must be invested in bonds of South Dakota or of the United States.

In Tennessee, in municipalities or taxing districts having a sinking fund commission the sinking fund is to be used to retire maturing bonds; in municipalities or taxing districts having no sinking fund commission the mayor or other principal officer, with the approval of the recorder, treasurer, or city clerk, loans the sinking fund upon first mortgage real estate security in an amount not exceeding 50 per cent of the cash value thereof, the interest to be added semiannually to the sinking fund.

In Texas, the sinking fund may be used to purchase outstanding bonds or may be invested in bonds of the United States, of Texas, or of counties, cities, towns, and independent school districts within the State of Texas which have been approved by the attorney general.

In Utah, the sinking fund must be used, first, to redeem bonds maturing during the year; second, the remainder must be invested in bonds of Utah, or of any school district, town, city, or county thereof, or of the United States.

In Washington, the sinking fund may be used to purchase outstanding bonds or may be invested in school, county, or State warrants of Washington, at the discretion of school boards.

#### STATE LOANS TO LOCALITIES.

Loans proffered by State authorities for the purpose of assisting localities to erect schoolhouses are rigidly restricted in each of the three States in which money is so proffered. Precautions are taken to secure the safety of the loans; the loans must yield a stated rate

of interest; and they must be repaid in installments within a specified number of years.

In North Carolina, loans from the State literary fund for the purpose of erecting schoolhouses may be made by the State board of education to a county board of education; such loans bear 4 per cent annual interest, constitute a lien upon all county school funds, must be repaid in 10 equal installments, and are subject to such regulations as the State board of education may adopt. Under the same provisions as to purpose, interest, and repayment, county boards may reloan such money to school districts.

In Virginia, loans from the State literary fund for the purpose of erecting schoolhouses may be made by the State board of education to district or city school boards under certain conditions: First, the plans, estimated cost, location of buildings, and advisability must be passed upon by the State board and the State superintendent; second, the building erected must cost at least \$250; third, the amount loaned may not exceed 50 per cent of the cost of the building; fourth, the State fund loaned must be fully protected against loss; fifth, when the loan does not exceed \$3,000 it must bear interest at the rate of 4 per cent per annum, and when it does exceed \$3,000, up to a maximum of \$10,000, at the rate of 5 per cent; sixth, loans must be repaid in 15 annual installments.

In Wisconsin, loans for the purpose of erecting schoolhouses may be made to school districts by the State land commissioners from the State trust funds. Such loans must be ratified by the people at an election in which all the formalities of the law have been fully complied with, must not exceed \$25,000, and in no case (including all other outstanding indebtedness) exceed 5 per cent of the assessed valuation of property within the district (not less than two-thirds of which valuation must be on real estate), must bear interest at the rate of 4 per cent per annum, and must be repaid in annual installments within 15 years.

#### OTHER RESTRICTIONS RELATING TO BOND ISSUES.

Certain other restrictions imposed by States upon localities concerning the issuing of bonds tend to bring local authority more directly into contact with State authority, thus increasing central control. Such restrictions include the required redemption of bonds or interest coupons at the State treasury; registration of bonds or approval of their legality, or both, by a designated State official; and the reservation by the State of the preferential right to purchase bonds upon stipulated conditions. In all, 10 States<sup>1</sup> have adopted such restrictions.

*Redemption of bonds or interest coupons at the State treasury.*—In Kansas, at least 10 days before the maturity of any bonds or coupons, the treasurer of the school district concerned must remit to the State treasury, where all bonds and interest are payable, an amount sufficient to redeem any bonds or interest thereon falling due.

*Registration or approval of the legality of bonds by a designated State official.*—In Arizona, if local authorities fail to make the levy necessary to pay any bond or interest at maturity, and payment has actually been refused, the owner of the bond may file it with the State auditor, who registers it and gives his receipt therefor; thereupon the State board of equalization adds to the State tax to be levied in such district a rate sufficient to realize the amount of principal or interest past due, and when such tax

<sup>1</sup>Arizona, Colorado, Kansas, Louisiana, Missouri, Nebraska, New Jersey, Oklahoma, Oregon, Texas.

has been levied and collected, pays the proceeds to the owner of the bond in question. In Colorado, bonds issued by school districts must be registered, when issued, by the State auditor, thus establishing the legality of such bonds against contests by the district or any person or corporation on behalf of the district for any reason whatever. In Louisiana, all bonds, after the lapse of the period of contestability as to validity—60 days from the date of the promulgation of the result of the election authorizing the issuing of such bonds—must be registered by the secretary of state. In New Jersey, certified copies of the proceedings authorizing the issuing of bonds must be transmitted to the attorney general for his approval of the legality of such proceedings, and duplicate copies of such proceedings must be filed with the State commissioner of education. In Texas, before bonds are sold, they must be examined by the attorney general of the State and registered by the controller of public accounts. In Missouri, Nebraska, and Oklahoma, in order to be valid, bonds must be registered with the State auditor and certified by him to the effect that all proceedings attached to the issue have been regular.

*Reservation by the State of the right to purchase bonds upon stipulated conditions.*—In Kansas, all school bonds must first be offered to the State school fund commission, which has the option of purchasing them at not more than par. In New Jersey, no school bonds may be sold at private sale to persons other than the trustees of the school fund or to the sinking fund commissioners for the support of public schools, unless such trustees or sinking fund commissioners have refused to buy them; the sale price of such bonds may never be less than par, nor the rate of interest in excess of 5 per cent. In Oregon, all school bonds must first be offered to the State land board, which has the right to purchase them at not more than their par value, at a rate of interest not less than 5 per cent per annum. In Texas, the State board of education has an option of 10 days in which to purchase school bonds at the price offered for such bonds by the best bona fide bidder.

#### DISCUSSION.

The analysis of this standard shows that original power in regard to borrowing money and issuing bonds resides with the localities, no State in the Union making such action mandatory. The fact that localities have the right to borrow money and to issue bonds, or not, as they prefer, indicates localization. In the exercise of this power, however, localities are very closely restricted by nearly all of the 44 States in which localities are authorized to borrow money or to issue bonds. It is true that these restrictions are inoperative so long as localities do not exercise their power; nevertheless, in actual practice, the necessity for borrowing money or issuing bonds is widespread, and therefore, although the first impression gained from a study of the standard might seem to indicate localization, yet a closer analysis of the nature and frequency of the restrictions really indicates centralization. The extent of this centralization is increased when a State reserves the right to purchase local bonds, requires their redemption at the State treasury, or demands that they be registered by State officials and become a part of State records. The conditional loaning of money by the State to localities, points, in a degree, toward a form of State control bordering upon the paternal.

State control within the scope of this standard is no doubt due to a desire on the part of the States to protect the interests of public

education. While the burden of increased taxation is immediately felt and often resented by taxpayers, the ease with which obligations may be thrust forward upon future generations usually causes a proposed loan or bond issue to meet with popular favor. With a large sum of money so easily obtained on hand, a strong temptation to unwise expenditure is presented to school officers. To offset this, the States impose restrictions not so severe as to prevent localities from incurring indebtedness for necessary school purposes, but yet severe enough to make them cautious in the exercise of their prerogative.

*Summary of restrictions attached to the borrowing of money and the issuing of bonds.*

States.	Author- ity.	Pur- pose.	Amount.	Period.	De- nomi- nation.	Rate of inter- est.	Selling price.	Care of sinking fund.	State loans.	Other restri- ctions.
Arizona.....	X	X	X	X	.....	X	X	.....	.....	X
Arkansas.....	X	X	X	X	.....	X	X	.....	.....	.....
California.....	X	X	X	X	.....	X	X	X	.....	.....
Colorado.....	X	X	X	X	X	X	X	X	.....	X
Connecticut.....	X	X	X	X	.....	X	X	.....	.....	.....
Delaware.....	X	X	X	X	.....	X	X	.....	.....	.....
Florida.....	X	X	X	X	.....	X	X	.....	.....	.....
Georgia.....	X	X	X	X	.....	X	X	.....	.....	.....
Idaho.....	X	X	X	X	.....	X	X	X	.....	.....
Illinois.....	X	X	X	X	X	X	X	.....	.....	.....
Indiana.....	X	X	X	X	X	X	X	.....	.....	.....
Iowa.....	X	X	X	X	X	X	X	.....	.....	.....
Kansas.....	X	X	X	X	X	X	X	X	.....	X
Kentucky.....	X	X	X	X	X	X	X	.....	.....	.....
Louisiana.....	X	X	X	X	X	X	X	.....	.....	X
Michigan.....	X	X	X	X	X	X	X	.....	.....	.....
Minnesota.....	X	X	X	X	.....	X	X	X	.....	.....
Mississippi.....	X	X	X	X	.....	X	X	.....	.....	.....
Missouri.....	X	X	X	X	X	X	X	X	.....	X
Montana.....	X	X	X	X	.....	X	X	X	.....	.....
Nebraska.....	X	X	X	X	.....	X	X	X	.....	X
Nevada.....	X	X	X	X	.....	X	X	.....	.....	.....
New Hampshire.....	X	X	X	X	.....	X	X	.....	.....	.....
New Jersey.....	X	X	X	X	.....	X	X	.....	.....	X
New Mexico.....	X	X	X	X	X	X	X	.....	.....	.....
New York.....	X	X	X	X	X	X	X	.....	.....	.....
North Carolina.....	X	X	X	X	X	X	X	.....	X	.....
North Dakota.....	X	X	X	X	X	X	X	X	.....	.....
Ohio.....	X	X	X	X	X	X	X	X	.....	.....
Oklahoma.....	X	X	X	X	X	X	X	X	.....	X
Oregon.....	X	X	X	X	X	X	X	.....	.....	X
Pennsylvania.....	X	X	X	X	.....	X	X	X	.....	.....
Rhode Island.....	X	X	X	X	.....	X	X	X	.....	.....
South Carolina.....	X	X	X	X	.....	X	X	X	.....	.....
South Dakota.....	X	X	X	X	X	X	X	X	.....	.....
Tennessee.....	X	X	X	X	.....	X	X	X	.....	.....
Texas.....	X	X	X	X	.....	X	X	X	.....	X
Utah.....	X	X	X	X	X	X	X	X	.....	.....
Vermont.....	X	X	X	X	.....	X	X	.....	X	.....
Virginia.....	X	X	X	X	X	X	X	X	.....	.....
Washington.....	X	X	X	X	.....	X	X	X	.....	.....
West Virginia.....	X	X	X	X	.....	X	X	.....	X	.....
Wisconsin.....	X	X	X	X	.....	X	X	.....	.....	.....
Wyoming.....	X	X	X	X	X	X	X	.....	.....	.....

## V. STATE REGULATION OF THE TAXING DUTIES AND POWERS OF LOCALITIES.

A study of local taxation from the viewpoint of control must have at least two aspects: First, in very few States are the State distributive moneys sufficient in amount to maintain efficient schools; hence States generally require localities to levy a local tax for the purpose of raising additional funds for school purposes. Second, many

localities, because of a strong belief in the value of public education, desire from time to time to expand the scope of school activity, a process carrying with it increased expense, and therefore offering a field for legislative regulation. In practice, most States have adopted legislation involving both these aspects of control.

More in detail, legislation concerning the levying of required local taxes is either indefinite or definite; that is, some States merely require that local taxes must be levied for the support of schools without specifying any certain rate or amount, while other States do specify a fixed or a minimum rate or amount of tax. On the other hand, the States generally grant considerable latitude to localities by permitting them to increase the rate or amount of taxation for required taxes, or by permitting localities to levy privilege taxes, but at the same time limit such taxes as to their maximum.

#### UNSPECIFIED, MINIMUM, OR FIXED REQUIREMENTS.

In order to provide an amount of money additional to State appropriations sufficient to maintain schools properly, 40 States<sup>1</sup> require localities to levy taxes for general or specific purposes. In all of the remaining States—Alabama, Arkansas, Georgia, Illinois, Indiana, Kansas, Texas, and West Virginia—local school authorities, usually by sanction of the voters, are permitted to levy local taxes for school support, in addition to the money received from the State taxes and the income from the school fund. Further, in Indiana, such a local tax must be levied if the State tuition fund is insufficient to maintain school for at least six months. In Texas, the State appropriation must be sufficient to maintain schools for at least six months. In West Virginia, no district may receive any appropriation from the State unless it votes to levy a local tax for the support of schools.

The general purpose for which taxes must be levied is the support of schools. The specific purposes are the erection, enlargement, repair, and furnishing of schoolhouses, and the erection of suitable outbuildings therefor, the insurance of school property, the introduction and maintenance of school libraries and free texts, the furnishing of school supplies, the supplementing of the fund for the payment of salaries of teachers, of members of school boards, of attendance officers, and the satisfaction of judgments.

#### REGULAR LEVY.

State regulations concerning the levying of required local taxes vary. A State may let the rate or amount of tax to be levied remain unspeci-

<sup>1</sup> Arizona, California, Colorado, Connecticut, Delaware, Florida, Idaho, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming.

fied, or it may direct that a minimum amount per child of school age, per teacher, per inhabitant, or according to the average daily attendance be raised; that a minimum rate on the total valuation of taxable property be levied; or that the amount of tax be proportionate to the amount of money apportioned to the localities by the State. In addition to these basic requirements, a State may demand that its localities levy a local specified poll tax for general school purposes; or it may require them to levy additional or special taxes of adequate amount when State or local funds, or both, are insufficient to meet school expenses.

#### UNSPECIFIED RATE OR AMOUNT.

The first of the bases relating to required taxation leaves the rate or amount of tax to be raised by local authorities indefinite, that is, the levying of an annual local tax is required, but the rate or amount of tax is unspecified so far as the minimum is concerned. Eighteen States<sup>1</sup> are included in this group, the taxes levied being either for general or specific purposes.

*General purposes.*—In Connecticut, the law does not directly state that a town or district tax must be levied, but it does state that schools must be maintained for at least 36 weeks in each year in every town and school district. Further, the law provides that no town shall receive any money from the State treasury for any district unless the school therein has been kept during the term specified. Still further, money appropriated by the State must be used only for teachers' salaries. To comply with the law, therefore, it is necessary for a local tax to be levied. In Kentucky, county boards of education estimate the educational needs of the county, and the county must levy a tax for school purposes. In Massachusetts, towns must raise by taxation the money necessary for the support of schools. In Michigan, boards of education in township school districts must vote the taxes necessary in addition to other school funds for teachers' salaries and for regular school expenses. In Minnesota, school boards in independent districts must provide by tax necessary funds for the conduct of schools and the payment of indebtedness. In unorganized territory, county boards of education must levy a tax for the purpose of providing schools, teachers, transportation and board of pupils, textbooks, apparatus, school supplies, etc. In Mississippi, separate school districts must levy a tax sufficient to pay for fuel and other necessities and must also levy such taxes as may be necessary to insure the maintenance of schools during the minimum term. In Nebraska, legal voters must levy a district tax sufficient to maintain schools for the minimum term. In New Mexico, school boards must estimate for collection the rate of tax necessary for the maintenance of schools. In New York, districts must levy the amount certified by boards of education or school trustees as being necessary for teachers' salaries and contingent expenses. In Ohio, district school boards must fix the rate of taxation necessary for all school purposes after State funds are exhausted. In Oklahoma, county commissioners must levy a county tax sufficient to maintain schools. In Pennsylvania, all taxes required by any school district, in addition to the State appropriation, are to be levied by the board of school directors therein.<sup>2</sup> In Rhode Island, although the law does not directly state that towns must levy a local tax, yet it does state that every town must establish and maintain a sufficient number of

<sup>1</sup> Connecticut, Kentucky, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Utah, Washington, Wisconsin.

<sup>2</sup> In districts of the first class, boards of education must levy a tax of at least 5 mills.

public schools. Further, the law declares that no part of the State appropriation may be received by any town unless it raises by tax for the support of public schools a sum equal to the amount that it may receive from the State treasury for the support of schools. To comply with the law, therefore, it is necessary for local taxes to be levied. In Utah, the board of county commissioners must levy a county tax for the support of schools. In Wisconsin, when a district fails to vote a tax sufficient to maintain schools for the minimum term, the school board must determine the sum necessary and the amount so fixed must be assessed.

*Specific purposes.*—In Minnesota, in districts containing 10 or more townships, a levy must be made to provide for the salaries and traveling expenses of members of the school board, the amount of salary and expenses varying with the number of schools in such districts. In New Hampshire, selectmen of towns must raise the amount determined upon by the voters for salaries of school boards and truant officers. In New Jersey, school districts must raise and appropriate an amount sufficient to pay for free texts and necessary school supplies. In New York, school boards must make ordinary repairs to schoolhouses and provide suitable outbuildings therefor, and a tax sufficient for these purposes must be levied; school boards must also levy taxes sufficient to insure school buildings and school libraries. In Ohio, when any school building has been condemned as unfit for use, and the county, township, or municipality concerned is without the necessary funds to remedy the defects, a tax must be levied sufficient to produce the sum necessary, within a legal maximum. In Washington, in districts of the first class, county commissioners must levy the amount of funds determined upon by district school boards as being necessary for creating or adding to the permanent insurance fund.

#### RATE OR AMOUNT ON VALUATION OF TAXABLE PROPERTY.

The second of the basic requirements designates, in terms of a specified sum, or of a specified rate on the valuation of taxable property—that is, of so many cents on the \$100 or of so many mills on the dollar—the fixed or the minimum amount of local tax which must be raised for general or specific school purposes. This requirement holds in 15 States, and the details are as follows:

*General purposes.*—Colorado, county tax, not less than 2 mills. Delaware, district tax, \$100 in Kent and New Castle Counties and \$60 in Sussex County, assessed on the property of white persons for the support of schools for white children; \$50 in Kent and New Castle Counties and \$30 in Sussex County, assessed on the property of colored persons for the support of schools for colored children. Florida, county tax, not less than 3 mills. Idaho, county tax, not less than 15 cents. Iowa, county tax, not less than 1 mill. Louisiana, parish tax, not less than 3 mills. Minnesota, county tax, 1 mill. Missouri, district tax, 40 cents. Montana, county tax, 4 mills. Nevada, county tax, not less than 20 cents. North Dakota, county tax, 2 mills. Oregon, district tax, 5 mills, or such rate as will produce an amount sufficient to yield the district the difference between \$300 and the amount received from the county school fund. South Carolina, county tax, 3 mills. Vermont, town tax, not less than one-fifth of the grand list. Virginia, county and district tax, not less than 10 cents each (may be less by special order of the State board of education).

*Specific purposes.*—In North Dakota, a rate sufficient to equalize property, funds on hand, and debts, when the boundaries of school districts are changed.

#### AMOUNT DETERMINED BY DESIGNATED BASES.

The third requirement, which is operative in 9 States, names the fixed or the minimum amount which must be raised by localities for general or specific purposes per child of school age, per teacher, per

inhabitant, according to the average daily attendance, or proportionate to the amount of money received from the regular State apportionment. In 4 of these States, the minimum tax, as calculated on its basis, must never exceed the maximum tax, as calculated on a property valuation basis.

*Per child of school age.*—In California the county tax must yield \$550 per teacher, less the amount of the State apportionment, provided such a basis yields at least \$13 per pupil in average daily attendance in the county; if not, the latter basis holds; in no case, however, may the tax levied exceed the legal maximum. In Oregon the county tax must yield at least \$8 per child of school age, but in no case may the amount per child be less than that levied in 1910. Counties having a population of less than 100,000 inhabitants must levy for school libraries not less than 10 cents per child of school age. In Utah the district tax for school libraries must be 15 cents per child of school age. In Washington the county tax must yield at least \$10 per child of school age within the legal maximum.

*Per teacher.*—In California the county tax must yield \$550 per teacher, less the amount of the State apportionment, provided such a basis yields at least \$13 per pupil in average daily attendance in the county; if not, the latter basis holds; in no case, however, may the tax levied exceed the legal maximum. In Wyoming the county tax must yield \$300 per teacher within the legal maximum.

*Per inhabitant.*—In Maine, towns must raise less than 80 cents per inhabitant.

*According to average daily attendance.*—In Arizona, within the legal maximum the county school levy is estimated by multiplying \$35 by the sum representing the average daily attendance of the county during the first 8 months of the previous year; provided that such estimate must be sufficient to secure to every district at least \$1,000; and provided further, that such final estimate must be increased by 10 per cent as a reserve fund.

*Proportionate to State apportionment.*—In New Hampshire the selectmen of each town must levy a sum to be computed at the rate of \$750 for every dollar of the public taxes apportioned to such town. In Wisconsin every town or city must raise a sum equal to not less than one-half of the amount received from the income of the State school fund.

#### POLL OR OCCUPATION TAX.

Aside from these basic requirements, as just considered, 6 States require their localities to levy for general school purposes a local fixed poll or minimum occupation tax.

In Florida the county poll tax is \$1, levied upon each male person over the age of 21 years and under the age of 55 years, except such as have lost a limb in battle. In North Dakota and South Dakota the county poll tax is \$1, levied upon each elector. In New Mexico the district poll tax is \$1, levied upon all able-bodied male persons of the age of 21 years or over. In Wyoming the county poll tax is \$2, levied upon each person between the ages of 21 and 50 years, inclusive. In Pennsylvania, in districts of the second, third, and fourth classes, an occupation tax of at least \$1 is levied upon each male resident or inhabitant over 21 years of age.

#### SPECIAL LEVY.

If State or local funds, or both, are insufficient to meet current school expenses, 18 States<sup>1</sup> require the levy of additional or special

<sup>1</sup> Maryland, Michigan, Minnesota, Mississippi, Montana, Nevada, New Jersey, New York, Ohio, Oklahoma, North Carolina, North Dakota, South Dakota, Tennessee, Utah, Vermont, Washington, Wisconsin.

taxes of adequate amount. The details of this requirement are as follows:

*General purposes.*—In Maryland, Mississippi, Montana, Nevada, Ohio, Oklahoma, and Washington a district tax sufficient to maintain schools for the minimum term. In North Carolina a county tax of not less than 1 cent on the \$100 of property valuation and not less than 3 cents on the poll in order to maintain schools for the minimum term. In Tennessee a county tax sufficient to maintain schools for the minimum term.

*Specific purposes.*—In Maryland a county tax sufficient in amount to meet the minimum salary law. In Michigan a township tax of 1 mill to pay teachers' salaries. In North Dakota, in independent school districts, sufficient to pay teachers' salaries and contingent expenses. In New Jersey, when townships elect to act under legislation pertaining to city school districts, a township tax equal to the amount of money determined upon by the board of school estimate for the purchase of sites, or for erecting, enlarging, repairing, and furnishing a schoolhouse or schoolhouses. Also in all districts a tax sufficient to provide two suitable outbuildings for each schoolhouse. In New York, where no tax for building a needed schoolhouse has been voted by the legal voters, a district tax in accordance with an estimate submitted by the district superintendent, which estimate may not be diminished by more than 25 per cent. In Wisconsin a town or district tax sufficient to provide proper outbuildings. In New Jersey, Oklahoma, North Dakota (within the legal maximum), South Dakota (within the legal maximum), Utah, and Wisconsin a district tax sufficient to satisfy judgments. In Minnesota a district tax sufficient to satisfy judgments, with interest. In Vermont a district tax sufficient to pay judgments and the charges and 12 per cent interest thereon.

## Summary of unspecified, minimum, or fixed tax requirements.

[The letters in parentheses indicate the political division by which the tax is imposed, as follows: c, county; d, district; t, township or town; p, parish; u, unorganized territory.]

States.	Regular levy.					Special levy.					
	Unspecified rate or amount.		Rate or amount on valuation of taxable property.	Amount.			Poll or occupation tax.	General purposes.	Specific purposes.		
	For general purposes.	For specific purposes.		Per child of school age.	Per teacher.	Per inhabitant.				According to average daily attendance.	Proportionate to State apportionment.
Arizona.....			2 mills (c)	\$13 (c) <sup>2</sup>	\$550 (c) <sup>2</sup>	\$35 (c) <sup>1</sup>					
California.....			\$60-\$100 (d) <sup>2</sup>	}							
Colorado.....	X (t, d)		\$30-\$50 (d)								
Connecticut.....			3 mills (c)								
Delaware.....			15 cents (c)								
Florida.....			1 mill (c)					\$1 (c)...			
Iowa.....			3 mills (p)								
Kentucky.....	X (c)										
Louisiana.....											
Maine.....											
Maryland.....								X (d)...	X (c).		
Massachusetts.....	X (t)										
Michigan.....	X (t)										
Minnesota.....	X (t, u)		1 mill (c)								
Mississippi.....	X (d)	X (d) <sup>1</sup>						X (d)...	1 mill (t)		
Missouri.....			40 cents (d)								
Montana.....			4 mills (c)					X (d)...			
Nebraska.....	X (d)										
Nevada.....		X (t)	20 cents (c)					X (d)...			
New Hampshire.....		X (t)									
New Jersey.....		X (d)							X (t, d), X (d)		

<sup>1</sup> \$35 multiplied by the average daily attendance, but such tax must produce an amount sufficient to insure every district within the county not less than \$1,000, and must be increased by 10 per cent as a reserve fund.

<sup>2</sup> Alternatives according to conditions.

<sup>3</sup> In Kent and New Castle Counties, \$100 for schools for white children and \$50 for schools for colored children; in Sussex County, \$60 for schools for white children and \$30 for schools for colored children.

<sup>4</sup> Districts containing 10 or more townships.

<sup>5</sup> Three levies; one referring to townships acting under legislation pertaining to city school districts; the others to all other districts.

Summary of unspecified, minimum, or fixed tax requirements—Continued.

States.	Regular levy.				Special levy.			
	Unspecified rate or amount.		Rate or amount on valuation of taxable property.	Per child of school age.	Amount.			Poll or occupation tax.
	For general purposes.	For specific purposes.			Per teacher.	Per inhabitant.	According to average daily attendance.	
New Mexico.....	X(d, t).							
New York.....	X(d).	X(t, d).						
North Carolina.....								
North Dakota.....								
Ohio.....	X(d).	X(c, t).	{ 2 mills(c) X(d).					
Oklahoma.....	X(c).							
Oregon.....			5 mills (d) <sup>1</sup> .	{ \$8 (c). { 10 cents (c) <sup>2</sup> .				
Pennsylvania.....	X(d).							
Rhode Island.....	X(t).							
South Carolina.....			3 mills (c).					
South Dakota.....								
Tennessee.....	X(c).			15 cents (d).				
Utah.....			{ 1 grand list (t). { 10 cents (c).					
Vermont.....			{ 10 cents (d) <sup>3</sup> .					
Virginia.....		X(d) <sup>4</sup> .						
Washington.....								
Wisconsin.....								
Wyoming.....	X(d).				\$300 (c).		X(t).	\$2 (c).

<sup>1</sup> A rate sufficient to equalize property funds on hand, and debts, when the boundaries of school districts are changed.

<sup>2</sup> Or such rate as will produce an amount sufficient to yield the difference between \$300 and the amount received from the county school fund.

<sup>3</sup> In counties having less than 100,000 inhabitants.

<sup>4</sup> Districts of the second, third, and fourth classes.

<sup>5</sup> May be less by special order of the State board of education.

<sup>6</sup> Districts of the first class.

## MAXIMUM LIMITATIONS.

Although required taxes are generally established in order to insure the proper maintenance of schools for the minimum school term, increased rates upon such taxes and the levying of privilege taxes are generally permitted in order to make possible an extension of public-school work. In placing an unspecified, minimum, or fixed rate upon local taxation, a State guards against neglect or undue parsimony; in establishing maximum limitations, either upon required or upon privilege taxes, it prevents undue extravagance. Maximum tax limitations have been adopted by 42 States.<sup>1</sup>

States adopting maximum tax limitations designate such limitations in terms of a rate upon the valuation of taxable property, in terms of amount, or in terms of a maximum tax per poll. Seven States<sup>2</sup> express maximum limitations under more than one of these divisions, according to the purpose involved.

Whenever a maximum tax limitation is designated in State school legislation, the purpose involved is also designated. That is, maximum limitations are placed upon taxes levied for general purposes, covered by the term "maintenance of schools," or upon taxes levied for specific purposes, such as the purchase of sites or the erection and repair of schoolhouses, salaries of teachers, school supplies, school libraries, transportation of school children, and the redemption and payment of interest on bonds and other outstanding indebtedness. Other specific purposes upon which maximum tax limitations have been placed are the enforcement of the compulsory-attendance law, the establishment of graded and industrial schools, the maintenance of a teachers' retirement fund, the equalization of property when district boundary lines have been changed, the satisfaction of judgments, and the payment of salaries of school officers.

## RATE ON VALUATION OF TAXABLE PROPERTY.

The designation of maximum tax limitations in terms of a rate upon the valuation of taxable property is the most frequent form, being applicable to 37 States.<sup>3</sup>

*General purposes* (including, in some instances, specific purposes without especially designated maximum rates, except those expressed in the limitations following).—

*Maintenance of schools.*—Alabama, county tax, special levy, 10 cents; but the rate of such tax must not increase the rate of taxation, State and county combined, in any

<sup>1</sup>Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

<sup>2</sup>Indiana, Iowa, Michigan, Minnesota, Mississippi, North Carolina, Wisconsin.

<sup>3</sup>Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

one year to more than \$1.25, except for public buildings, roads, bridges, and debts existing at the time of the ratification of the present constitution. Arizona, county tax, 90 cents. Arkansas, district tax, seven-tenths of 1 per cent. California, county tax, 50 cents; district tax, 30 cents. Colorado, county tax, 5 mills; tax in districts of the third class, 20 mills. Florida, county tax, 7 mills; district tax, 3 mills. Georgia, county tax, special levy, one-half of 1 per cent; district tax, special levy, one-half of 1 per cent. Idaho, county tax, 50 cents; district tax, special levy, 15 mills; tax in independent districts, special levy, 20 mills. Illinois, district tax,  $1\frac{1}{2}$  per cent; tax in districts containing 1,000 to 100,000 inhabitants, 2 per cent, such limitation, however, not applying to certain districts governed by special acts, in which there is no limit to the maximum taxing power. Indiana, township, town, or city tax, 50 cents; township, town, or city tax, special levy, 50 cents. Iowa, county tax, 3 mills. Kentucky, county tax, 20 cents; subdistrict tax, 25 cents; tax in graded school districts, 50 cents on property belonging to white voters or corporations. Minnesota, tax in common-school districts, 15 mills, but in districts maintaining a high or a graded school, 25 mills; tax in cities of the fourth class, 20 mills, exclusive of the tax levy for interest on bonded indebtedness, sinking fund, or building fund; tax in special school districts, 20 mills; tax in special school districts lying within any one county and containing from 10,000 to 20,000 inhabitants, or in districts containing 50,000 inhabitants or more, 9 mills. Missouri, district tax, 65 cents; tax in town school districts, \$1. Montana, district tax, special levy, 10 mills. Nebraska, tax in districts containing 4 children or fewer of school age, \$400; in districts containing more than 4 children and fewer than 16, \$50 per child in addition to the above \$400, provided that the amount so levied may not exceed in any one year \$3.50 on the \$100. Nevada, county tax, 50 cents; district tax, special levy, 25 cents. New Mexico, district tax, 15 mills; tax in incorporated towns and cities, 10 mills, including a specific maximum for the payment of bonds. North Carolina, tax in incorporated towns and cities which do not levy any other special tax for school purposes, 30 cents, to supplement the public-school fund; county tax to supplement the county school fund, special levy, 30 cents; county tax to extend the school term, special levy, 5 cents. North Dakota, district tax, 30 mills. Ohio, county tax, 3 mills; township tax, 2 mills; district tax, 5 mills; district tax, special levy, 5 mills, to be levied for any number of years not exceeding five. Oklahoma, county tax, 1 mill; district tax, 5 mills; district tax, special levy, 10 mills. Oregon, district tax, 5 mills. Pennsylvania, tax in districts of the second class, 20 mills; in districts of the third and fourth classes, 25 mills. Rhode Island, tax for all town purposes,  $1\frac{1}{2}$  per cent, except for the purpose of paying indebtedness or for appropriations to any of the sinking funds or for extraordinary repairs or for damages caused by the elements. South Carolina, district tax, special levy, 8 mills. South Dakota, district tax, 20 mills; tax in independent districts, 25 mills. Tennessee, tax in cities and taxing districts containing 130,000 inhabitants or more, 25 cents, including the redemption and payment of interest on bonds; tax in counties containing 145,000 to 190,000 inhabitants, 40 cents; tax in counties containing 190,000 inhabitants or more, 25 cents over and above the aggregate levy by the State for State and school purposes. Texas, tax in incorporated districts, 50 cents; tax in common-school districts, special levy, 50 cents; tax in cities and towns which have assumed control of their public schools, special levy, 50 cents. Utah, county tax, 4 mills; district tax, 1 per cent; district tax, special levy, 2 per cent. Tax in county school districts of the first class as follows: A district whose assessed valuation is \$10,000,000 or more, 10 mills; a district whose assessed valuation is more than \$8,000,000 and less than \$10,000,000, 12 mills; a district whose assessed valuation is more than \$5,000,000 and less than \$8,000,000,  $13\frac{1}{2}$  mills; a district whose assessed valuation is less than \$5,000,000, 15 mills. Virginia, county tax, 40 cents; district tax, 40 cents (combined total county and district tax may not exceed 50 cents). Washington, county tax, 5 mills; tax in districts of the third class, 2 per cent. West Virginia, district tax,  $12\frac{1}{2}$

cents; special levy, 20 cents. Wisconsin, district tax, 2 per cent. Wyoming, county tax, 3 mills; district tax, 10 mills.

*Specific purposes—Sites and buildings.*—California, district tax, 70 cents. Illinois, district tax,  $1\frac{1}{2}$  per cent; tax in districts containing 1,000 to 100,000 inhabitants, such a percentage that the aggregate levy shall not exceed 3 per cent, such limitation, however, not applying to certain districts, governed by special acts, in which there is no limit to the maximum taxing power. Indiana, township, town, or city tax, 15 cents, to be levied only when plainly necessary. Iowa (including roads to schoolhouses and libraries therefor), district tax, 10 mills, which may be increased by any subdistrict for application only to that particular subdistrict to not exceeding 15 mills. Michigan, tax in township school districts of the upper peninsula, 3 mills. Minnesota, district tax, 10 mills; but in districts in which such 10-mill tax will not produce \$600 a greater tax may be levied not to exceed 35 mills on the dollar or \$600 in amount; tax in independent school districts, 8 mills. Missouri, tax in town school districts, 1 per cent. Nebraska, district tax, 10 mills above the 35-mill levy allowed for general school purposes, but not exceeding 10 per cent of the assessed valuation of property within the school district. North Dakota, tax in independent school districts, 20 mills. Oklahoma, district tax, 5 mills. Texas, tax in incorporated districts, 25 cents. Utah, tax in county school districts of the first class,  $1\frac{1}{2}$  mills.

*Teachers' salaries.*—Colorado, district tax, special levy, 10 mills. Minnesota, tax in districts containing 50,000 inhabitants or more, 1 mill for increasing teachers' salaries, subject to the total maximum limit of 9 mills; West Virginia, district tax for teachers' salaries, 25 cents.

*Free texts, equipment, and materials for use in manual training, industrial training, and domestic science.*—Nevada, district tax, 25 cents.

*School libraries.*—Colorado, district tax, one-tenth of 1 mill. Kansas, district tax, varying from one-eighth to one-half of 1 mill, according to valuation of taxable property. Pennsylvania, tax in districts of the second, third, and fourth classes, 1 mill. Washington, county tax, one-tenth of 1 mill.

*Transportation of school children.*—Idaho, tax in independent school districts, special levy, 10 mills.

*Compulsory attendance.*—Indiana, common-school corporation tax, 5 cents.

*Graded schools.*—West Virginia, district tax in districts in which there is a town, village, or densely populated neighborhood having two or more schools in the same building, 25 cents for the teachers' fund and 15 cents for the building fund; for extending the term of such graded schools, 5 cents.

*Vocational schools or departments.*—Indiana, tax in school cities, towns, or townships, 10 cents. North Dakota, tax in associated rural school districts, 4 mills. Wisconsin, village, town, or city tax, one-half of 1 mill.

*Teachers' retirement fund.*—Colorado, tax in districts of the first class, one-tenth of 1 mill.

*Equalization of property, funds on hand, and debts.*—In North Dakota, for equalizing property, funds on hand, and debts when the boundaries of school districts are changed, 15 mills, within the 30-mill maximum limit for general school purposes.

*Satisfaction of judgments.*—North Dakota and South Dakota, district tax, 20 mills.

*Redemption and payment of interest on bonds and other outstanding indebtedness.*—Colorado, county tax, sufficient to pay not more than 20 per cent of the principal of outstanding bonds. Florida, tax in special school districts, 5 mills. Indiana, tax in incorporated towns of not more than 1,000 inhabitants, 2 per cent; in towns or cities of 1,000 to 5,000 inhabitants, 50 cents; in other cities, except cities of the first and second classes, 25 cents. Iowa, school corporation tax, 5 mills. Kansas, tax in depopulated districts, 4 mills; in partially depopulated districts,  $2\frac{1}{2}$  mills. Kentucky, tax in graded school districts, 25 cents; in the same districts to redeem bonds issued for completing an unfinished schoolhouse, 25 cents. Mississippi, county tax, 1 mill.

Missouri, district tax, two-fifths of 1 per cent. New Mexico, district tax, sufficient to pay interest and not more than 20 per cent of the principal of outstanding bonds; tax in incorporated cities and towns, 5 mills. North Dakota, in districts which have no school board because of the failure of electors to elect or of the county superintendent to appoint, and which have an authorized indebtedness, 20 mills. South Dakota, district tax, sufficient to pay interest and not more than 15 per cent of the principal of bonded indebtedness. Texas, county tax, 25 cents; tax in incorporated school districts, 25 cents. Virginia, district tax, 25 cents. Washington, district tax, 3 mills. Wyoming, district tax, 7 mills.

**AMOUNT DETERMINED BY DESIGNATED BASES, OR STATED AS A GROSS SUM.**

As expressed by amount, the manner of designating maximum limitations is varied. The amount may be stated as a gross sum for a certain purpose; as so much per child of school age or pupil in attendance, per school officer, or according to the number of children of school age or average attendance, or the number of voters or inhabitants; or as an amount not to exceed the entire amount of the State tax. Seven States are listed under these bases, and the limitations are as follows:

*Per child of school age or per pupil in attendance.*—Iowa, school corporation tax for contingent expenses, \$7 per person of school age, but at least \$75 per school. School corporation tax for the payment of teachers' salaries, including the amount received from the State apportionment, \$20 per person of school age, but at least \$270 per school. School corporation tax for the purchase of free texts and supplies, \$1.50 per person of school age. School corporation tax for transportation and board of rural school children, \$5 per person of school age. Tax in consolidated independent school districts for general school purposes, \$32 per person of school age, including the amount received from the State apportionment. In Vermont, tax in unorganized towns or gores for tuition, transportation, or board, \$1.50 per child per week, to be levied when such towns or gores can not conveniently provide school privileges.

*According to number of children of school age or average attendance.*—Michigan, tax for sites and buildings, in the same year that any bonded indebtedness is incurred, in districts containing less than 10 children, \$250; in districts containing between 10 and 30 children, \$500; in districts containing between 30 and 50 children, \$1,000. Tax for the payment of salaries of district school officers, \$25 in districts containing less than 50 children and \$50 in districts containing from 50 to 100 children. Wisconsin, tax in districts containing less than 200 children, for the purchase of maps, blackboards, and school apparatus, \$75. Tax for teachers' salaries, in districts having an average attendance of 15 pupils or less, not more than \$350; in districts having an average attendance of not more than 30 nor less than 15 pupils, not more than \$450; in districts having an average attendance of not more than 40 nor less than 30 pupils, not more than \$550.

*Gross amount in dollars.*—New York, district tax, for the purchase of maps, globes, and other school apparatus and for the purchase of textbooks and other school necessities for the use of poor pupils, \$25. Wisconsin, district tax for district libraries, \$100.

*According to number of voters or inhabitants.*—Minnesota, tax in districts containing less than 10 voters, \$400, for the support of schools. Wisconsin, tax in districts containing less than 250 inhabitants, for building a schoolhouse, not more than \$600 in any one year.

*Per school officer.*—Wisconsin, district tax for the payment of salaries of clerk, \$20, and of treasurer and director, \$10 per officer.

*Not exceeding the entire amount of State tax.*—Tennessee, county tax for the extension of the school term, an amount not to exceed the entire State tax.

## POLL TAX.

Poll taxes, because of the relatively small amount which they produce, are to be regarded as a supplemental source of funds, rather than as a main source. All of the States which authorize their levy by local school authorities for local school purposes therefore authorize other bases upon which taxes may be levied. Four States designate maximum limitations for such local poll tax levies, the details of which are as follows:

Indiana: Township, town, or city tax for the extension of the school term, 25 cents; special levy for general school purposes, \$1; town or city tax to redeem and pay interest on bonds and other outstanding indebtedness, \$1. Kentucky: County tax, for general school purposes, \$1; graded school district tax for maintenance of schools and erection of buildings, \$1.50 per white male inhabitant over 21 years of age. Mississippi: County tax for the extension of the school term, \$1. North Carolina: County tax for the maintenance of schools, 15 cents; county tax, special levy, to supplement the county school fund, 90 cents; tax in incorporated towns and cities, in which no other special tax for schools is levied, to supplement the public school fund, 90 cents.

## PERMISSIVE POWER TO LOCALITIES TO EXCEED DESIGNATED MAXIMUM.

Central control such as is indicated by the preceding provisions relating to maximum limitations is shown in less degree when a State establishes a maximum tax but empowers local authorities, such as voters, taxpayers, or civil authorities, to levy a tax exceeding the rate or amount designated by law. Six States grant such taxing concessions to their localities. In most instances when such action is taken, however, it must be considered at an election, due notice of which has been given, and the amount of increase desired must be determined by formal vote.

In Kansas, the voters may, at a regular or special election by a three-fourths vote, increase the regular tax levy for general school purposes beyond the maximum district tax of  $4\frac{1}{2}$  mills to a rate sufficient for current needs. Such tax, however, may not be levied for more than one year. In Louisiana, the total parish or municipal tax is 10 mills for all parish or municipal purposes. For maintenance of schools, erection of school buildings, and other permanent improvements, however, such rate may be increased whenever the rate of such increase and the number of years the tax is to be levied and the purpose or purposes for which it is intended shall have been carried by a majority of the property taxpayers voting at a special election called for that purpose. In Maryland, the maximum county tax, special levy, is 15 cents for the purpose of paying teachers' salaries and supplying free texts, but a higher rate sufficient to make good any deficiency that may exist in the amount of money received from the State fund for these purposes may be levied if the county commissioners so approve. In Mississippi, the maximum district tax for general school purposes is 3 mills, but this may be exceeded upon the consent of a majority of the taxpayers as evidenced by petition. In West Virginia, in districts having a bonded indebtedness which can not be paid off by funds derived from the maximum levy of 12 $\frac{1}{2}$  cents allowed for general school purposes, the maximum rate may be exceeded by authority of the voters, such excess, or as much thereof as may be necessary, to continue without additional vote until the indebtedness is paid off. In districts containing an incorporated city or town where a graded or high school is maintained for a longer period than six months,

the board of education has authority to increase the maximum of  $37\frac{1}{2}$  cents ( $12\frac{1}{2}$  cents for general school purposes and 25 cents for the teachers' fund) to an amount sufficient to conduct the schools of said city or town for the term fixed. In Wisconsin, no district containing a population of less than 250 inhabitants has power to levy and collect a tax of more than \$600 in any one year for building, hiring, or purchasing a schoolhouse unless the town board in which such schoolhouse is to be situated certifies in writing that in its opinion a larger sum should be raised, specifying such sum, in which case an amount not to exceed the sum specified may be raised; further, no district containing a population of less than 1,000 inhabitants has power to raise and collect in any one year, for the purpose above specified, more than \$1,000, unless the town board shall so certify.

## Summary of maximum tax limitations.

[s= school corporation. c= consolidated independent school district. u= unorganized town or gore. d= district. t= town or township. co= county. p= parish.]

States.	Rate on valuation of taxable property.						Specific purposes.		
	General purposes.			Special levy.			County.	District.	Town or township.
	County.	District.	Town or township.	County.	District.	Town or township.			
Alabama.....	90 cents.			10 cents <sup>1</sup> .					
Arizona.....									
Arkansas.....		$\frac{1}{4}$ of 1 per cent.							
California.....	50 cents.	30 cents.					70 cents.		
Colorado.....	5 mills.	20 mills <sup>2</sup> .					X <sup>3</sup> .	$\frac{1}{10}$ of 1 mill.	
Florida.....	7 mills.	3 mills.		$\frac{1}{4}$ of 1 per cent.	$\frac{1}{4}$ of 1 per cent.			$\frac{1}{8}$ mills <sup>4</sup> .	
Georgia.....					$\frac{1}{15}$ mills.				
Idaho.....	50 cents.				$\frac{1}{20}$ mills <sup>5</sup> .			10 mills <sup>6</sup> .	
Illinois.....		$\frac{1}{4}$ per cent.						$\frac{1}{14}$ per cent.	
Indiana.....		$\frac{1}{2}$ per cent <sup>1</sup> .	50 cents.			50 cents.		$\frac{1}{3}$ per cent <sup>2</sup> .	15 cents, 2 per ct. <sup>3</sup>
Iowa.....	3 mills.								5 cents, 50 cents <sup>4</sup>
Kansas.....								10 mills <sup>5</sup> .	10 cents, 25 cents <sup>6</sup>
Kentucky.....	20 cents.	$\frac{1}{25}$ cents <sup>1</sup> .						5 mills <sup>2</sup> .	5 mills <sup>3</sup>
Louisiana.....		$\frac{1}{50}$ cents <sup>2</sup> .						$\frac{1}{4}$ of 1 mill <sup>4</sup> .	
								$\frac{1}{2}$ mills <sup>5</sup> .	
								25 cents <sup>6</sup> .	
								25 cents <sup>7</sup> .	

<sup>1</sup> The rate of such tax must not increase the rate of taxation, State and county combined, in any one year, to more than \$1.25, except for public buildings, roads, bridges, and debts existing at the time of the ratification of the present constitution.

<sup>2</sup> Not of universal applicability. For details see text.

<sup>3</sup> Sufficient to pay not more than a certain percentage of the principal, or the interest and not more than a certain percentage of the principal of outstanding bonds.

<sup>4</sup> Varies according to conditions or purposes.

<sup>5</sup> May be increased by any subdistrict for application to that particular district to not exceeding 15 mills.

<sup>6</sup> Applies to school corporations, including school townships, independent school districts, or rural independent school districts.

<sup>7</sup> Combined total county and district tax may not exceed 50 cents.

<sup>8</sup> According to valuation of taxable property.

<sup>9</sup> 4 mills in depopulated districts and 2½ mills in partially depopulated districts.



States.	Amount.						Maximum tax limitations exceeded.
	Per child of school age or per pupil in attendance.	According to number of children of school age or average attendance.	Gross amount in dollars.	According to number of voters or inhabitants.	Per school officer.	Not exceeding entire amount of State tax.	
Texas.....	4 mills.	50 cents <sup>1</sup> .		{ 50 cents <sup>1</sup> . 2 per cent.		25 cents.	{ 25 cents <sup>1</sup> . 25 cents.
Utah.....	4 mills.	{ 1 per cent. 10-15 mills <sup>1</sup> .				1½ mills <sup>1</sup> .	
Vermont.....	40 cents <sup>2</sup> .	40 cents <sup>2</sup> .				25 cents.	25 cents.
Virginia.....	5 mills.	2 per cent <sup>1</sup> .				1½ of 1 mill.	3 mills.
Washington.....		12½ cents.		20 cents.			{ 25 cents. 5-25 cents <sup>2</sup> .
West Virginia.....	3 mills.	10 mills.				7 mills.	1 of 1 mill.
Wisconsin.....							
Wyoming.....							
Alabama.....							
Arizona.....							
Arkansas.....							
California.....							
Colorado.....							
Florida.....							
Georgia.....							
Idaho.....							
Illinois.....							
Indiana.....							
Iowa.....	\$1½-\$32 <sup>10 11</sup> .						{ 25 cents <sup>(1)</sup> <sup>10</sup> . \$1 <sup>(1)</sup> .
Kansas.....							\$1 <sup>(1)</sup> .

× (d).

<sup>1</sup> Not of universal applicability. For details see text.<sup>2</sup> Districts in which such 10-mill tax will not produce \$600, a greater tax may be levied not to exceed 35 mills on the dollar or \$600 in amount.<sup>3</sup> Subject to 10-mill maximum limit of 9 mills.<sup>4</sup> Subject to 35-mill limit for general school purposes, but not exceeding 10 per cent of the assessed valuation of property within the school district.<sup>5</sup> Sufficient to pay not more than a certain percentage of the principal, or the interest and not more than a certain percentage of the principal of outstanding bonds.<sup>6</sup> Including a specified maximum for the payment of bonds.<sup>7</sup> To be levied for any number of years not exceeding 5.<sup>8</sup> Combined total county and district tax may not exceed 50 cents.<sup>9</sup> In graded school districts in which there is a town, village, or densely populated neighborhood having two or more schools in the same building, 25 cents for the teachers' fund

and 15 cents for the building fund; for extending the school term, 5 cents.

<sup>10</sup> Varies according to conditions or purposes.<sup>11</sup> May be increased by any subdistrict for application to that particular subdistrict to not exceeding 15 mills.

## Summary of maximum tax limitations—Continued.

States.	Amount.						Maximum tax limitations exceeded.	
	Per child of school age or per pupil in attendance.	According to number of children of school age or average attendance.	Gross amount in dollars.	According to number of voters or inhabitants.	Per school officer.	Not exceeding entire amount of State tax.		Poll tax.
Kentucky.....							\$1 (c)..... \$1.50 (d) <sup>1</sup> .....	X (p); X (c).
Louisiana.....								
Maryland.....								
Michigan.....								
Minnesota.....		\$250-\$1,000 (d).						
Mississippi.....		\$25-\$50 (d) <sup>2</sup> .....						
Missouri.....				\$400 (d).				
Montana.....							\$1 (c).	X (d).
Nebraska.....								
Nevada.....								
New Mexico.....								
New York.....			\$25 (d).					
North Carolina.....								
North Dakota.....								
Ohio.....								
Oklahoma.....								
Oregon.....								
Pennsylvania.....								
Rhode Island.....								
South Carolina.....								
South Dakota.....								
Tennessee.....								
Texas.....								
Utah.....							X (c).	
Vermont.....	\$14 (d).							
Virginia.....								
Washington.....								
West Virginia.....								
Wisconsin.....		\$75 (d) <sup>2</sup> ..... \$350-\$550 (d).	\$100 (d).	\$800 (d) <sup>1</sup> .....				X (d) <sup>1</sup> X (d) <sup>1</sup>
Wyoming.....								

<sup>1</sup> Not of universal applicability. For details see text.<sup>2</sup> Varies according to conditions or purposes.<sup>3</sup> Varies according to office.

## DISCUSSION.

State regulation of the taxing duties and powers of localities affords central authority considerable opportunity for the exercise of control. The extent to which such opportunity has been utilized is shown by the facts, first, that 40 States have adopted legislation directing the levying by localities of unspecified, minimum, or fixed rates or amounts; and, second, that 42 States have adopted legislation limiting taxes as to the maximum levy permissible.

In the simple requirement that localities raise a tax sufficient to support schools, central control is but little in evidence. When either a fixed or a minimum tax is required or maximum limitations are established, central control is increased; when both fixed or minimum and maximum restrictions are in force, central control in respect to local taxation reaches its highest point. This analysis is of course only generally true, because of the many other considerations that must be given weight. For instance, the presence in one State of both minimum and maximum limitations concerning relatively unimportant purposes may actually show less central control than a minimum limitation only in another State concerning an important purpose. Or, again, considering rates or amounts as well as frequency and purpose, the establishment of one minimum limitation only in reference to general support of schools, but that minimum limitation one of high rate or amount, may indicate greater central control than a number of minimum limitations of high rate or amount, or a number of maximum limitations of low rate or amount, or both, relating to less important purposes.

Granted that legislatures have exercised due care in establishing minimum or maximum limitations, it is fair to assume that when localities are fairly liberal in regard to their schools they do not feel central control as expressed in a required tax; nor are they concerned about maximum limitations as long as they are judicious and refrain from undue extravagance; it is only when they reach either extreme that central control is felt. Generally, therefore, in the financial administration of the public elementary schools, neither required taxes nor maximum limitations are regarded by local authorities as obtrusive control. Nevertheless, the power of control exists potentially at least, and its existence, as well as its exercise, indicates centralization.

## VI. STATE INTERVENTION.

In order to insure local compliance with State regulations, all States have adopted legislation providing for intervention when localities, by reason of neglect, parsimony, or insubordination, fail to comply with one or more laws.

State intervention as here considered operates in any one of three forms: (1) By transferring authority from one officer to another because of nonperformance of duty involving matters of finance; (2) by constituting localities or local officers liable because of the nonperformance of duty involving matters of finance; (3) by withholding from offending localities all or a portion of State school moneys because of the nonperformance of certain duties specified by law.

#### TRANSFER OF AUTHORITY FROM LOCAL TO STATE OFFICERS.

A transfer of authority by a State in case of nonperformance of duty involving finance deals with the levying of taxes, as is generally the case, or with duties involving the expenditure of school funds. Such transfers are generally made from one local officer to another local officer and more rarely from local to State officers.<sup>1</sup> With the details of the transfer of authority from one local officer to another, this study is not directly concerned, since control remains local. Transfers of authority from local officers to State officers, however, involve central control and call for analysis.

#### LEVYING OF TAXES.

Legislation pertaining to transfer of authority shows that in five States<sup>2</sup> authority for the levying of taxes for school purposes is directly transferred, in case of nonperformance of duty, from local officers to State officers. The purposes specified are limited to the maintenance of schools and the redemption of and payment of interest on bonds. The State officers to whom such duties are transferred are the State superintendent, the State controller, the State board of equalization, and the State auditor.

*Maintain schools.*—In Nevada, if county commissioners fail to levy the regular county tax for the maintenance of schools, county auditors must add to the assessment roll such tax as the superintendent of public instruction may deem sufficient, between the limits of 20 and 50 cents on the \$100 valuation of taxable property. Also, if school trustees fail to provide by district taxation the funds necessary to insure the completion of at least six months of school in any school year, when notified by the deputy State superintendent of public instruction in charge of the district that such action is necessary, the deputy State superintendent must then notify the county commissioners of the amount necessary to be raised, and the commissioners must assess, equalize, and collect this amount, as though the trustees themselves had made the levy.

*Redeem and pay interest on bonds.*—In California, if boards of supervisors fail to make the levy to pay for bonds or interest coupons and payment is refused, owners may file the bonds, together with all unpaid coupons, with the State controller; thereupon the State board of equalization adds to the State tax to be levied in the district a rate

<sup>1</sup> The States in which transfers are made from local to State officers are California, Connecticut, Iowa, Kansas, Louisiana, Maine, Nevada, New Hampshire, New Mexico, Oklahoma, Pennsylvania, Tennessee, Virginia.

<sup>2</sup> California, Kansas, Louisiana, Nevada, Oklahoma.

sufficient to realize the amount of the principal or interest past due. In Kansas, if the proper officers fail or neglect to make a levy sufficient in amount to pay the interest upon refunding bonds and coupons, county clerks must levy such tax; if county clerks fail to perform their duty, the auditor of State informs county treasurers of the amount due and such amount must be by them levied. In Louisiana, if school boards fail or refuse to levy a tax sufficient to pay the interest and principal on bonds issued, the auditor of public accounts must name the rate of such tax and order the same collected. In Oklahoma, if officers whose duty it is to levy taxes to pay bonds and coupons fail to act, the State auditor ascertains the amount necessary and certifies the fact to the county treasurer, who makes the levy.

#### DUTIES INVOLVING THE EXPENDITURE OF SCHOOL MONIES.

A transfer of authority from local to State officers because of the nonperformance of duties involving the expenditure of school funds occurs in nine States.<sup>1</sup> The duties designated include the repair and improvement of school buildings, the employment of officers, the maintenance of schools, the provision of flags, and the payment of interest or principal on money borrowed from the State. The State officers designated to perform such duties are the State superintendent, deputy State superintendents, the State board of education, the governor and council, the commissioner of health, and the State auditor.

*Repair and improve schoolhouses.*—In Connecticut, whenever it may be found by the State board of education or by the board of school visitors or by a member of the town school committee that further or different sanitary provisions or means of lighting and ventilating are required without unreasonable expense, either of said boards or such member of the town school committee may recommend the desired changes; in case such changes are not made substantially as recommended within two weeks from the date of notice thereof, such board or member of the committee may make complaint to the proper health authority of the community, which authority shall order such changes made as it may deem necessary and proper. In Nevada, if school trustees fail to provide outbuildings, the deputy State superintendent in charge of the district must cause the same to be built and paid for out of district funds. Also, if school trustees fail to keep school buildings in proper repair, the deputy State superintendent in charge of the district must cause such needed repairs to be made and paid for out of district funds, provided the cost does not exceed \$50.

*Employ officers.*—In Iowa and Tennessee, when county superintendents fail to submit reports, the superintendent of public instruction may appoint and compensate some suitable person to perform such duties, the cost of which must be paid by the delinquent county superintendent. In Maine, when the State superintendent is of the opinion that the census has been inaccurately taken, he must make a statement thereof to the governor and council, who may require the census to be retaken, and if they think necessary, appoint and compensate persons to perform such service. In New Hampshire, the governor, with the advice and consent of the council, may require school boards to remove truant officers who are incompetent and to appoint competent successors, and upon the failure or neglect of school boards to do so, said State officers may appoint and compensate such truant officers. In Pennsylvania, if school districts which are required to provide medical inspection do not comply

<sup>1</sup> Connecticut, Iowa, Maine, Nevada, New Hampshire, New Mexico, Pennsylvania, Tennessee, Virginia.

with the law within 30 days after the beginning of the school year, the commissioner of health must appoint a properly qualified medical inspector for the remainder of the school year, and fix the compensation which shall be paid him by the district.

*Maintain schools.*—In Nevada, whenever there is sufficient money to the credit of any school district to pay the expense of maintaining school eight months, and the trustees neglect to provide for an eight months' term, the deputy State superintendent in charge of the district must take the action necessary to do so. In New Mexico, if county superintendents refuse to approve the applications of districts to share in the State school building fund when the annual income is insufficient to maintain schools for the required term, the directors may present the facts to the State board of education, which board may, after a hearing and if it finds the facts so warrant, approve said application without the indorsement of the county superintendent.

*Provide flags.*—In Nevada, if school trustees fail or neglect to provide a flag for each schoolhouse, the deputy State superintendent in charge of the district must provide and install such flag, the expense to be met by an order drawn on the county auditors.

*Pay interest or principal on money borrowed from the State.*—In Virginia, if district boards fail to pay the interest or principal on money borrowed from the State, the second State auditor or State superintendent must notify county or city treasurers or other persons having charge of district funds to pay to the State treasurer any past due installment out of any district funds belonging to the district or school board.

*Transfer of authority from local to State officers.*

States.	Levy taxes.	Expend school funds.
California.....	X	.....
Connecticut.....	.....	X
Iowa.....	.....	X
Kansas.....	X	.....
Louisiana.....	X	.....
Maine.....	.....	X
Nevada.....	X	X
New Hampshire.....	.....	X
New Mexico.....	.....	X
Oklahoma.....	X	.....
Pennsylvania.....	.....	X
Tennessee.....	.....	X
Virginia.....	.....	X

LIABILITY OF LOCALITIES OR LOCAL OFFICERS TO THE STATE.

So far as liability because of the nonperformance of duty involving finance is concerned, State school legislation usually constitutes offending localities or local officers liable to other local officers. In the main, such legislation provides or implies that laws pertaining to liability shall be enforced by designated local officers and that the amount of liability, when collected, shall be paid into the local treasury. The amount of such liability varies from a fixed sum as low as one dollar to the highest amount ever voted by the locality for the support of schools. In a few cases, under certain conditions, the penalties so inflicted may be remitted by designated State authorities. Only in a few instances in a few States is it true that State authorities are responsible for the enforcement of the law pertaining to liability or that the amount of liability is collectible by

the State. With the details of the liability of one local authority to another we are not directly concerned, but legislation constituting local authority directly liable to central authority, or constituting local authority liable to other local authority through the intervention of central authority, requires analysis.

Such a policy applies in 11 States.<sup>1</sup> The duties designated are the maintenance of schools; the apportionment, care, and expenditure of school moneys; the provision of proper and sanitary school buildings; and the submission of financial reports. Details of such legislation follow.

#### MAINTENANCE OF SCHOOLS.

In Connecticut, any town neglecting or refusing to provide for the support of its schools forfeits to the State a sum equal to the amount necessary for such purpose.

#### APPORTIONMENT, CARE, AND EXPENDITURE OF SCHOOL MONEYS.

If school laws pertaining to the care and expenditure of school funds are not complied with, local authorities become directly liable, in four States, to central authority, and in one State to local authority upon intervention of central authority. In Connecticut and Indiana it is specified that suits for the recovery of incurred liability are to be brought by State officers; and in Connecticut, Kansas, New Hampshire, and Washington, local authorities must pay the amounts of their liability directly to the State. Such liability equals the amount misapplied; or the amount of the loss, with or without damages; or double the amount lost or misapplied, with or without interest.

In Connecticut, if money appropriated to the use of schools is applied to any other purpose, the town or school misappropriating such money must forfeit the amount thereof to the State and the controller must sue for the same in behalf of the State. In Indiana, county auditors failing or refusing to distribute and report in full the miscellaneous school fund belonging to the various townships within the county are liable, and the superintendent of public instruction must direct that action be brought upon the official bond of any defaulting auditor, and the prosecuting attorney of the proper county must bring action; on finding against any such auditor, judgment must be entered for the sum committed to him for distribution, with damages of 20 per cent thereon, which shall be for the benefit of the fund belonging to the township affected. In Kansas, county treasurers neglecting or refusing to remit to the State treasurer all moneys accruing from bonds are liable to the State in a sum equal to the amount of such bonds or coupons remaining unpaid. In New Hampshire, if local school officers misapply any money received from the literary fund, such officers must refund to the State treasury double the sum so misapplied. In Washington, officers or persons who have collected or received fines, forfeitures, or other moneys belonging to the schools, and who fail or refuse to pay over the same, must forfeit double the amount so withheld and interest thereon at the rate of 5 per cent per month during the time of withholding the same; further, any school officer who misapplies moneys entrusted to him must be fined not to exceed \$100; in both instances the fines so imposed are placed by the State treasurer to the credit of the current school fund of the State.

<sup>1</sup> Connecticut, Indiana, Iowa, Kansas, Massachusetts, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, and Washington.

## PROVISION OF SANITARY SCHOOLHOUSES.

In three States local authorities must provide sanitary schoolhouses within the time and in the manner required by law. If this is not done, State authorities (either the State board of education or the State superintendent) are empowered to act. The amounts of liability range from an indefinite minimum to a maximum of \$1,000.

In Connecticut whenever it is found by the State board of education or the board of school visitors or by a member of the town school committee that different sanitary provisions or means of lighting and ventilating schoolhouses are required and that the same can be provided without unreasonable expense, either of said boards or such member of the town school committee may recommend to the person or authority in charge of or controlling such schoolhouses the desired changes; every violation of this law is punishable by a fine of not more than \$500. In New Mexico any person failing to perform the duties required of him by the act entitled "An act to enforce the building of schoolhouses" is punishable by a fine of not less than \$100 nor more than \$500; and the superintendent of public instruction must see that this act is strictly enforced. In North Dakota if the State superintendent ascertains that further ventilating and sanitary provisions should be made in certain schools and that such provisions can be made within reasonable expense, he has power to order the proper authority to provide such, and any school committee, public officer, or person having charge of a public-school building who neglects for four weeks to comply with the order of the State superintendent is subject to a fine of not less than \$100 nor more than \$1,000.

## SUBMISSION OF FINANCIAL REPORTS.

In three States local authorities are required to submit reports pertaining to finance under penalty of intervention by the State superintendent. In Iowa county superintendents forfeit to the county school fund the sum of \$50 and become liable for the amount paid to the person appointed by the State superintendent to prepare the financial report. In Massachusetts towns or cities failing to file financial reports with the commissioner of education by June 1 forfeit \$200 to the State school fund. In Ohio on complaint of the State commissioner of schools, county auditors failing to submit financial reports are liable on their bonds for not less than \$300 nor more than \$1,000, to be paid into the county treasury.

## CONDUCT FIRE DRILLS.

In Indiana, officers neglecting to comply with the law respecting fire drills in schools are subject to a fine of not less than \$25 nor more than \$100 for each offense, such fines being paid into the State treasury for the benefit of the State fire marshal fund.

## REMOVAL OF SCHOOL FURNITURE WHEN BUILDING IS USED FOR OTHER THAN SCHOOL PURPOSES.

In Oregon any person removing school furniture for any purpose other than repairing the same or repairing the schoolroom is subject to a fine of not less than \$5 nor more than \$10 for each offense, such fines being paid into the general school fund of the State.

## REMISSION OF FINES.

Provision is made in three States for the remission by State authorities of fines legally imposed upon one local officer by another local officer. In New York the fine imposed upon trustees or boards of education because of their employment of unqualified teachers may be remitted by the commissioner of education. In Virginia the fine imposed upon county treasurers or clerks of district school boards for failure to submit required reports may be remitted by county boards of education upon the approval of the State board of education. In Rhode Island the commissioner of public schools may, by and with the advice of the State board of education, remit all fines incurred by any person for violation of the law.

*Liability of localities or local officers to the State.*

States.	Maintain schools.	Appor- tion, care for, and expend school moneys.	Provide sanitary school build- ings.	Submit financial reports.	Conduct fire drills.	Remove school furniture when building is used for other than school purposes.
Connecticut.....	x	x	x			
Indiana.....		x			x	
Iowa.....				x		
Kansas.....		x				
Massachusetts.....				x		
New Hampshire.....		x				
New Mexico.....			x			
North Dakota.....			x			
Ohio.....				x		
Oregon.....						x
Washington.....		x				

## WITHHOLDING STATE SCHOOL MONEYS.

In an effort to insure performance of duty, States sometimes adopt a more drastic disciplinary measure than those heretofore referred to, namely, that of withholding from offending localities or local officers all or a certain portion of State school moneys. The policy of withholding State school moneys is a rather common form of pecuniary penalization, being adopted by 40 of the 48 States in the Union.<sup>1</sup> The duties involved cover a wide range of elementary school activities, chief among which are the maintenance of schools for the time required by law; the levying and payment of taxes; the care and expenditure of school moneys and the filing of official bonds; the submission of reports; the return of school enumerations; the employment of qualified teachers and superintendents and the payment

<sup>1</sup> Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

to them of a minimum salary; provision of specified school accommodations; the enforcement of the compulsory-attendance law; introduction of specified subjects into the curriculum; exclusion of instruction in foreign tongues; exclusive use of State-adopted texts and State course of study; exclusion of denominational, sectarian, or partisan instruction; nonseparation of pupils because of race or social position; closing of schools during institute session; appointment of a school agent or treasurer and the reporting of the same; and, lastly, the performance of all duties specified by law.

#### MAINTENANCE OF SCHOOLS FOR THE TIME REQUIRED BY LAW.

The most frequent cause for withholding State school moneys is a failure on the part of localities to maintain schools for the time required by law. This policy is adopted by 28 States. Eleven States<sup>1</sup> qualify this form of penalization by permitting localities to receive their apportionment when the failure to maintain school is due to some uncontrollable cause, such as quarantine, fire, flood, loss of schoolhouse, or for good and sufficient reasons. Claims for a remittance of money withheld are considered in New Jersey and Wisconsin by the State superintendent, and in Connecticut, Georgia, and Virginia by the State board of education.

In Arizona, California, Colorado, Connecticut,<sup>2</sup> Georgia, Idaho, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, Oklahoma, Oregon, South Dakota, Utah, Virginia, Washington, Wisconsin, and Wyoming all State school funds legally due localities are withheld for failure to maintain schools for the time required by law. In Maryland a portion of the State school tax is withheld; in New Hampshire the literary fund; in New Jersey both the State appropriation and the State school tax; in Vermont the permanent school fund.

#### LEVYING AND PAYMENT OF TAXES.

School moneys are withheld in eight States if localities fail to levy taxes for school purposes and in three if localities fail to pay the State school tax. This law is not enforced in Wisconsin if local authorities transfer, as they are authorized to do, from their general fund to their school fund the amount of deficit in such school tax and a certificate of such transfer is filed with the State superintendent.

In Delaware, in Kent and New Castle Counties, white school districts are required by law to raise \$100 and in Sussex County \$60 for the support of schools for white children; in colored school districts in Kent and New Castle Counties \$50 must be raised and in Sussex County \$30 for the support of schools for colored children; failure to raise the amount designated results in a withholding from the offending district of its share of the State appropriation. In Massachusetts no apportionment is made to a town which has not raised by taxation for the support of schools an amount not less

<sup>1</sup> Arizona, Connecticut, Georgia, Idaho, Montana, Nebraska, New Jersey, Oregon, Utah, Virginia, Wisconsin.

<sup>2</sup> If local officials do not comply with the law in this respect, there must be a withholding of State school moneys amounting to \$2.25 for each child for every week such child is deprived of school.

than \$3 for each person of school age. In Minnesota no district may receive from the apportioned fund a greater amount than that appropriated by such district from its special and local 1-mill tax, unless it has levied the maximum amount allowed by law for school purposes. In Missouri no school district which fails to levy a tax of 40 cents on the \$100 property valuation, unless the assessment of a less amount together with the moneys received from the public funds shall amount to \$350 for school purposes, may receive any part of the public school moneys. In New Mexico no portion derived from the 3-mill State levy is apportioned to any school district which fails to levy a special tax of not less than 3 mills. In Rhode Island no town may receive any part of the \$120,000 State appropriation unless it raises by tax for the support of schools a sum equal to the amount it is due to receive from the State for the same purpose. In West Virginia no share of the general school fund may be received by a district until it has made the required levy. In Wisconsin no appropriation is made from the school fund to any city or town which fails to raise by tax for school purposes a sum equal to the amount of its share of such school fund.

In Maine no apportionment of State school funds is made to any city, town, or plantation as long as any State tax assessed upon such places remains unpaid. In New Jersey, in case any district fails or neglects to pay the full amount of State school tax in the time required, the full amount apportioned to such district out of the reserve fund and out of the proceeds of the State school tax is withheld. In New York the controller may withhold the payment of any moneys to which any county may be entitled from the incomes of the school fund and of the United States deposit fund for the support of schools until all moneys required by law to be raised as a State tax have been collected and paid or accounted for to the State treasurer.

#### CARE AND EXPENDITURE OF SCHOOL MONEYS AND FILING OF OFFICIAL BONDS.

School moneys are withheld in six States if localities or local officers fail to observe the law regarding the care and expenditure of school moneys, and in two States if they fail to file official bonds. The amounts withheld are designated as all or a portion of State school funds, or of a particular State school fund, or of the district's share of school library moneys. In New Jersey the amount authorized to be withheld may be remitted by the commissioner of education.

In Massachusetts, whenever it appears that in the opinion of the State board of education the sums paid to any town have not been used in whole or in part according to law, or have not been held and accounted for separately, or that the report thereon required by law has not been made, the commissioners of the school fund are authorized to withhold the whole or any part of the future allowances otherwise falling to such town. In Michigan, in case a school district has failed to use the library money according to law, such district loses its share of library moneys for the ensuing year. In New Jersey, if the board of education of any school district uses any of the school money received by it, except such as has been raised within the district, for any purpose other than the payment of teachers' salaries, fuel bills, the transportation of pupils and the tuition of pupils attending schools in adjoining districts, there must be deducted from the next annual apportionment a sum equal to twice the amount thus misused. In New York the commissioner of education is authorized to withhold its share of public school moneys from any city or district which uses school library moneys for any other purpose than that for which they are provided, or for any willful neglect or disobedience of the law or of the rules or orders of said commissioner pertaining thereto. In North Dakota no city, village, town, or school district may share in the apportionment of the State tuition fund unless it has paid over to the State

treasurer for the teachers' insurance and retirement fund the per cent required by law. In Wisconsin no city, village, town, or school district may share in the  $\frac{1}{10}$ -mill tax unless it has paid over to the State treasurer for the teachers' insurance and retirement fund the per cent required by law.

In Illinois no part of the State school fund may be paid to any officer authorized to receive it, unless such officer has filed his bond, or if reelected, has renewed his bond and filed the same. In North Dakota money must not be apportioned to any district unless the bond and oath of the treasurer of such district have been duly approved and filed.

#### SUBMISSION OF REPORTS.

Another cause for withholding school moneys is a failure on the part of localities or local agents to submit reports within the time and in the form required by law, as in 19 States.<sup>1</sup> In some instances localities or local agents are required to submit reports to certain other local agents, or State school moneys are withheld; generally, however, localities or local agents are required to submit reports to central authorities—the State superintendent or the State board of education—in order that such authorities may have a basis for the apportionment of State school moneys. In one of these States, Illinois, upon the recommendation of the county superintendent of schools, or for other good and sufficient reasons, the State superintendent has power to remit the moneys withheld from any township because of its failure to make reports required by law.

In Colorado, Idaho, Illinois, Kansas, Maine, Minnesota, Missouri, Montana, Oklahoma, Rhode Island, Utah, and Vermont all State school moneys are withheld for failure of local officers to submit certain required reports. In Connecticut every town and school district failing to make returns forfeits of the State apportionment 1 per cent for the first week of such delay, 2 per cent for a delay of two weeks, 3 per cent for a delay of three weeks, 5 per cent for a delay of four weeks, and 10 per cent for a delay exceeding four weeks. In Indiana, if a trustee fails to make a financial report, the township, town, or city apportionment is diminished \$25 in the next State apportionment; further, if a county superintendent fails to report, the county is subject to a diminution of \$10. In Massachusetts, towns failing to report by May 15 forfeit 10 per cent of their income from the school fund; if reports are not made by June 1 the entire income due the town is withheld. In Michigan, if district boards or boards of education fail to report concerning school libraries, such district forfeits its share of library moneys. In New Hampshire no town may receive any portion of the literary fund unless its returns have been made to the superintendent of public instruction. In North Dakota no city, village, town, or school district may share in the apportionment of the State tuition fund unless it has made a report concerning the teachers' insurance and retirement fund as required by law. In Wisconsin no village, town, or school district may share in the  $\frac{1}{10}$ -mill tax unless it has made its report concerning the teachers' insurance and retirement fund.

#### RETURN OF SCHOOL ENUMERATION.

A further cause for withholding school moneys is the failure of localities or local officers to make enumeration returns accurately

<sup>1</sup> Colorado, Connecticut, Idaho, Illinois, Indiana, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Hampshire, North Dakota, Oklahoma, Rhode Island, Utah, Vermont, and Wisconsin.

and promptly, applying to 13 States. In 9 States<sup>1</sup> all State school moneys are withheld if the law in this respect is violated; in North Dakota, the State tuition fund is withheld; in Pennsylvania, the State superintendent may withhold any part or all of the State appropriation; in Iowa, the law says that the State apportionment shall be reduced.

In Connecticut no town may receive from the State treasury any money for schools unless the enumeration returns are made according to law. In Indiana, for failure of a county superintendent to report the enumeration the county is subject to a diminution of \$25 from the next State apportionment. In Iowa, failure to report the enumeration reduces the semiannual apportionment for the year. In Kansas, a district that refuses or neglects to have the census taken forfeits its right to share in the annual school fund. In Massachusetts, no town which has not made its return of the school enumeration as required by law may receive any portion of the income of the State school fund. In Minnesota, when districts fail in any year to take the school census, State school moneys are withheld. In Missouri, if the law pertaining to the enumeration of children is not complied with, the offending district forfeits its right to any of the public funds. In North Dakota, no district which fails to make or report the enumeration is entitled to any portion of the State tuition fund. In Ohio, if the enumeration is not taken and returned, the offending district is not entitled to receive any part of the school moneys. In Oklahoma, for failure of a county superintendent or district board to report the enumeration, the county or district loses its share of the State apportionment. In Pennsylvania, the superintendent of public instruction, upon due hearing after two weeks' notice to the board of school directors affected, may withhold and declare forfeited any part or all of the State appropriation of any school district which refuses or neglects to enforce in a manner satisfactory to him the provisions of the law pertaining to the enumeration of children. In Rhode Island, the census returns must be forwarded to the commissioner of public schools before he may draw his order for the payment of any portion of the public money to a town. In Wisconsin, no apportionment may be made to any district for any year the report for which does not show that the school census has been taken.

**EMPLOYMENT OF QUALIFIED TEACHERS AND SUPERINTENDENTS AND THE PAYMENT TO THEM OF A MINIMUM SALARY.**

Among the causes for which State school moneys are withheld is the failure on the part of local school authorities to place all public schools under the charge of teachers or superintendents who have been duly examined, approved, and employed by legal authority; this law applies in nine States.<sup>2</sup> In Wisconsin and in two other States, Maryland and New Jersey, local authorities are required to pay teachers or superintendents at least a specified minimum salary, under penalty of having State school moneys withheld.

In California, Delaware, Minnesota, Oregon, Pennsylvania, and Wisconsin, all State school moneys are withheld for failure of local school boards to employ properly qualified teachers. In Michigan, any board of education employing teachers not legally qualified forfeits such a proportion of the primary school interest fund as the number of unqualified teachers employed bears to the whole number of teachers employed in

<sup>1</sup> Connecticut, Kansas, Massachusetts, Minnesota, Missouri, Ohio, Oklahoma, Rhode Island, Wisconsin.

<sup>2</sup> California, Delaware, Michigan, Minnesota, New York, Oregon, Pennsylvania, Rhode Island, Wisconsin.

the district. In New York, no allotment of the supervision quota is made to any city or district unless the commissioner of education is satisfied that such city or district employs a competent superintendent whose time is devoted exclusively to supervision. In Rhode Island, if a city or town employs an uncertificated teacher, the commissioner of public schools deducts from its share of the State apportionment a sum equal to the amount so paid.

In Maryland, if any white teacher regularly employed receives an annual salary of less than \$300, the controller must withhold from the offending county the March installment of the State school tax.<sup>1</sup> In New Jersey, if districts fail to pay supervising principals or city superintendents a salary of at least \$1,000 per year, the county superintendent withholds from the State apportionment allotted to such district the part designated for supervision purposes. In Wisconsin, if districts fail to pay teachers a salary of at least \$40 per month for eight months, State school moneys are withheld.

#### PROVISION OF SPECIFIED SCHOOL ACCOMMODATIONS AND ACCESSORIES.

Still another cause for withholding school moneys in six States is the failure of districts to provide necessary and proper school accommodations. Such accommodations are the building of schoolhouses sanitary in construction, the repairing and replacing of condemned property, the erection of fire escapes and of satisfactory outbuildings, the furnishing of schoolhouses, and the supplying of textbooks and other school apparatus. In Connecticut, the district must erect schoolhouses satisfactory to the local school board; in Pennsylvania, Virginia, and Wisconsin State authorities—the State superintendent, division superintendent (a State officer), or the State inspector acting under the direction of the State superintendent, respectively—are delegated to pass judgment upon the fitness of a schoolhouse and to enforce the law pertaining thereto. In Arkansas, Connecticut, New York, and Virginia, all State school moneys are withheld for a violation of this law; in Pennsylvania, all or any part may be withheld; in Wisconsin, the school district or school corporation forfeits its share of the  $\frac{1}{10}$ -mill State tax.

In Arkansas if school buildings are not equipped with fire escapes as provided by law, towns forfeit the State enumeration grant during the time such buildings are used. In Connecticut no district is entitled to receive any money from the State unless it has a schoolhouse and outbuildings satisfactory to the board of school visitors. In New York a failure on the part of school trustees or boards of education in union free school districts to comply with the law regarding the condemnation of a schoolhouse and the erection of a new schoolhouse in its place is sufficient ground for withholding from the district or city its share of the State appropriation. In Pennsylvania the State superintendent has power to condemn as unfit for use, on account of insanitary or other improper conditions, any school building, school site, or outbuilding in the State, and upon failure of the board of school directors to remedy such conditions he has power to withhold and declare forfeited all or any part of the annual State appropriation. In Virginia when a schoolhouse appears to the division superintendent to be unfit for occupancy it becomes his duty to condemn the same, and no

<sup>1</sup> The provisions of this section apply to Garrett County only so far as to oblige that county to pay its teachers a minimum salary of \$200 per year.

part of the State school moneys may be applied to support any such school until the division superintendent is satisfied with the conditions of such building; further, no school district may receive any State school moneys until it has made proper provision for schoolhouses, furniture, apparatus, textbooks for indigent children, and all other means and appliances needful. In Wisconsin whenever school buildings are not kept in repair the State inspector must notify the school board or other officer or officers having control of the school district or school corporation to repair and improve such buildings; if such officers refuse to comply with the order, such district or corporation forfeits its apportionment of the seven-tenths-mill tax; further, such district or corporation continues to forfeit its regular apportionment from such fund until there is a full compliance with the law, unless the electors vote to close the school and to provide transportation and tuition for all children of school age desiring to attend a neighboring school.

#### ENFORCEMENT OF THE COMPULSORY-ATTENDANCE LAW.

State school moneys are withheld in three States—Delaware, Massachusetts, and New York—if localities or local officers fail to enforce the compulsory-attendance law. In Massachusetts all State school moneys are withheld; in New York the commissioner of education has discretionary power to withhold one-half of the State school moneys from offending localities; and in Delaware the State treasurer must withhold one-fourth of the public-school fund.

#### INTRODUCTION OF SPECIFIED STUDIES INTO THE CURRICULUM

Another cause for withholding State school moneys is the failure of local school authorities to observe the law regarding the introduction of certain studies into the curriculum, as is the practice in seven States.<sup>1</sup> In six of these States<sup>2</sup> all State school moneys are withheld for a violation of the law regarding instruction in physiology and hygiene, or physiology and hygiene with especial reference to the nature and effects of alcoholic drinks; in Connecticut the commissioner of public schools may withhold all or any part of the State appropriation for the same offense.

#### EXCLUSIVE USE OF STATE-ADOPTED TEXTS AND STATE COURSE OF STUDY.

Another cause for withholding school moneys is the failure of local school authorities to use State-adopted texts and none other, or their failure to comply with the State course of study; this holds in six States. In Georgia all State school moneys are withheld for failure to enforce the law relating to textbooks; in California, Idaho, and Washington 25 per cent is withheld. In Oregon (in districts of the second and third classes) and in Washington 25 per cent is withheld when local school authorities fail to comply with the State course of study; in Wyoming, for the same reason, all State school moneys are withheld.

<sup>1</sup> Connecticut, New Jersey, New York, North Carolina, Oregon, South Dakota, Wyoming.

<sup>2</sup> New Jersey, New York, North Carolina, Oregon, South Dakota, Wyoming.

## OBSERVE LAW RELATIVE TO MEDICAL INSPECTION.

In New York if districts willfully refuse or neglect to comply with the law relative to medical inspection of pupils in the public schools and to observe the rules and regulations prescribed by the commissioners of education and health, the commissioner of education may, in his discretion, withhold the public money due such offending districts.

## EXCLUSION OF INSTRUCTION IN FOREIGN TONGUES.

In Minnesota no part of the public money may be apportioned to any school in which the instruction is given in a foreign language.

## EXCLUSION OF DENOMINATIONAL, SECTARIAN, OR PARTISAN INSTRUCTION.

In order to guard against the introduction of denominational, sectarian, or partisan instruction into the public elementary schools, four States—California, Idaho, Montana, and Nevada—withhold all State school funds from offending localities.

## NONSEPARATION OF PUPILS BECAUSE OF RACE OR SOCIAL POSITION.

In Minnesota if any district classifies or segregates its pupils with reference to race, color, social position, or nationality, its share of the semiannual apportionment must be withheld.

## CLOSING OF SCHOOLS DURING INSTITUTE SESSION.

Failure of district school boards to close schools during the time of holding teachers' institutes is sufficient cause in Montana for the withholding of all State school moneys, provided, however, that great distance of any school district from the place of holding the institute, or excessive loss of time, inconvenience, and cost are considered good grounds upon which the county superintendent, under the authority and direction of the State superintendent, may excuse any board of trustees from closing its schools.

## APPOINTMENT OF A SCHOOL AGENT OR TREASURER AND THE REPORTING OF THE SAME.

In New Hampshire no unincorporated place may receive its portion of the literary fund until a treasurer or school agent has been chosen to receive and appropriate the same in the manner required by law. In Vermont no incorporated school district is entitled to receive its portion of the State school tax until its school board has furnished to the State treasurer the name of its treasurer.

## PERFORMANCE OF ALL DUTIES SPECIFIED BY LAW.

Lastly, all school moneys are withheld in three States if localities fail to live up to all the requirements of the law.

In Maine, when the governor and council have reason to believe that a town has neglected to comply with the laws prescribing the duties of towns in relation to

public schools, they must direct the treasurer of the State to withhold the State school fund and the proceeds of the one and one-half mill tax until such town satisfies them that it has complied with the law. In Massachusetts no town may receive any part of the income of the State school moneys unless it has complied, to the satisfaction of the board of education, with all laws relating to the public schools. In New Jersey, when any officer or official body neglects or refuses to perform any legal duty, State school moneys are withheld upon the approval of the commissioner of education, and continue to be withheld until all laws have been complied with. Further, the commissioner of education may directly withhold from any district its share of the public money of the State for willfully disobeying any provision of the law or any decision, order, or regulation of the State board of education or of the commissioner.

*Withholding State school moneys for failure to comply with certain requirements.*

States.	Maintain schools for the time required by law.	Levy and pay taxes.	Care for and expend school moneys and file official bonds.	Submit reports.	Enumerate school children.	Employ qualified teachers and superintendents and pay to them a minimum salary.	Provide specified school accommodations.	Enforce compulsory attendance law.	Introduce specified subjects into the curriculum.	Use State-adopted texts and State course of study.	Observe law relating to medical inspection.	Exclude instruction in foreign tongues.	Exclude denominational, sectarian, or partisan instruction.	Nonseparation of pupils because of race or social position.	Close schools during interlunatic session.	Appoint a school agent or treasurer and report the same.	Perform all duties specified by law.
Arizona.....	x																
Arkansas.....																	
California.....	x																
Colorado.....	x																
Connecticut.....	x																
Delaware.....	x																
Georgia.....	x																
Idaho.....	x																
Illinois.....	x																
Indiana.....																	
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New Jersey.....																	
New Mexico.....																	
New York.....																	
North Carolina.....																	
North Dakota.....																	
Ohio.....																	
Oklahoma.....																	
Oregon.....																	
Pennsylvania.....																	
Rhode Island.....																	
South Dakota.....																	
Texas.....																	
Vermont.....																	

[illegible]

## DISCUSSION.

Punishment for nonperformance of duty is the logical outcome of the adoption of mandatory legislation. When a State is endeavoring to maintain a certain principle, the only sure way by which it can expect to secure results is to punish acts of failure or refusal to perform specific duties. Although it is probably true that most communities and most officers will carry out the intent of the laws so far as they relate to education more faithfully than to any other branch of civil service, yet it is unfortunately true, even here, that acts of neglect will occur. Hence the necessity for legislative provisions such as have been dealt with within this standard. While the penalties in some cases are more severe than in others, as would be expected where different States are legislating upon the same subjects, yet they are all calculated to achieve the same end—the enforcement of the law. Consideration of the facts that 13 States transfer authority from local to State officers when local officers fail in their obligations in matters involving finance, that 11 States hold localities or local officers financially liable to the State for the same cause, and that 40 States withhold school funds in an endeavor to insure the carrying out of the laws relating to one or more aspects of educational administration in general, makes it evident that in this standard centralization has reached a high point.

*Summary of State intervention.*

States.	Transfer of authority from local to State officers.	Liability of localities or local officers to the State.	Withholding State school moneys.	States.	Transfer of authority from local to State officers.	Liability of localities or local officers to the State.	Withholding State school moneys.
Arizona.....			X	Nevada.....	X		X
Arkansas.....			X	New Hampshire.....	X	X	X
California.....	X		X	New Jersey.....		X	X
Colorado.....			X	New Mexico.....	X	X	X
Connecticut.....	X	X	X	New York.....			X
Delaware.....			X	North Carolina.....			X
Georgia.....			X	North Dakota.....		X	X
Idaho.....			X	Ohio.....		X	X
Illinois.....			X	Oklahoma.....	X		X
Indiana.....		X	X	Oregon.....		X	X
Iowa.....	X	X	X	Pennsylvania.....	X		X
Kansas.....	X	X	X	Rhode Island.....			X
Louisiana.....				South Dakota.....			X
Maine.....	X		X	Tennessee.....	X		X
Maryland.....			X	Utah.....			X
Massachusetts.....		X	X	Vermont.....			X
Michigan.....			X	Virginia.....	X		X
Minnesota.....			X	Washington.....		X	X
Missouri.....			X	West Virginia.....			X
Montana.....			X	Wisconsin.....			X
Nebraska.....			X	Wyoming.....			X

## VII. GENERAL SUMMARY.

As has been shown, State school legislation pertaining to elementary school finance involves both central and local control. From a study of legislation alone, however, it is extremely difficult, if not impossible, to determine with accuracy the degree of centralization or localization existent. In the first place, taking some of the standards considered, central control operates only when localities desire to exercise certain functions or to avail themselves of certain opportunities offered by a State; hence to have a true picture of control the extent to which localities exercise their prerogatives must be known. In the second place, as strict obedience is by no means universal, the extent to which localities live up to the letter and the spirit of the laws must be known before drawing a too definite conclusion. In a word, complete data would require a knowledge of actual practice, as well as of legislation. This study of elementary school finance attempts only the latter; and to the extent to which practice, for one or other of the two general reasons just stated, fails to coincide with legislation, to that extent are its findings open to question. In the main, however, it may be assumed that any difference between law and practice is not so great as to affect very appreciably the conclusions reached, which, after all, should be regarded as broad generalizations showing tendencies rather than as an attempt to depict exact conditions.

In general, it may be stated that some standards which on the surface or by their nature apparently indicate centralization, upon analysis reveal local control or divided control; while other standards which seem essentially local in their bearing, in reality indicate centralized control.

## LOCAL CONTROL.

The distribution of State school moneys was regarded as being in itself a central and a centralizing process; the bases upon which such distribution is made, however, indicate varying degrees of centralization. A distribution on a school population or on a property valuation basis exacts little or nothing from localities and consequently indicates little centralization of control. A distribution either on attendance of pupils, number of teachers employed, or ratio of local school tax to total town tax, requires localities to exercise a certain amount of effort or cooperation in order to secure their full quota of school moneys, while distribution on an inverse property valuation basis tends to equalize the burden of local taxation proportionately to community wealth. Through such methods of distribution central control is brought considerably more into evidence. There-

fore in view of the fact that two-thirds of the States distribute State school moneys on bases which demand practically no local effort, it was concluded that the standard at the present time really indicates localization; yet there are easy possibilities for effective centralization by the simple expedient of a change in the bases of distribution.

#### DIVIDED CONTROL.

The standard dealing with the expenditure of State school moneys showed that complete restriction denotes control wholly central; partial restriction, control partly central and partly local; while a total lack of restriction leaves control entirely to localities. Inasmuch as 23 States completely restrict such expenditure, 7 partially restrict it, and 18 leave the expenditure unrestricted, the conclusion was reached that control within this standard may be said to be divided, with a tendency toward centralization.

The act of granting State aid was found to be a central and a centralizing process, because of the conditions with which localities must comply before receiving such aid. Considering, however, that State aid is granted in but 34 States; that localities may accept or reject State aid as they please; and that many of the purposes for which State aid is granted would not appeal universally to local school authorities as being absolute necessities, it was concluded that control under this standard is divided, with a tendency toward localization. Nevertheless, there must be kept in mind the fact that State aid is steadily growing in respect to both purposes and amounts, and that as localities increasingly avail themselves of its advantages, and thereby habituate themselves to a compliance with attached conditions, to a corresponding extent will centralization also increase.

#### CENTRAL CONTROL.

On the surface, the standard dealing with authority to borrow money and to issue bonds indicates localization of control, since authority to act is vested in localities. An analysis, however, revealed the presence of numerous and rather binding restrictions in almost all of the 44 States authorizing the creation of such local indebtedness. This fact, coupled with the rather general need of localities to secure money in this manner, led to the conclusion that the standard really indicates centralization.

The next standard, dealing with State regulation of the taxing duties and powers of localities, in itself conveys no presupposition as to the location of control, but when analyzed from a double viewpoint—first, that of unspecified, minimum, or fixed requirements; second, that of maximum limitations—the standard was taken to be indicative of centralization. This conclusion was reached after

giving due weight to the facts, first, that of the 40 States establishing unspecified, minimum, or fixed requirements, 18 States leave the amount or rate of required tax indefinite; and second, that, although 42 States have adopted maximum limitations, the purposes of taxation to which some of these limitations apply are relatively unimportant.

The last standard, dealing with State intervention when local school authorities fail in performance of duty, carries with it the thought of centralization of control. As analyzed, there were found to be three forms of State intervention existent in relation to matters involving finance: First, the transfer of authority from a local to a State officer because of neglect of duty involving finance, occurring in 13 States; second, liability of localities or local school officers to the State for the same cause, occurring in 11 States; and third, the withholding of State school moneys from offending localities because of failure to carry out one or more State regulations, occurring in 40 States. Legislation as thus analyzed confirmed the implication of the standard itself, showing a strong tendency toward centralization.

Considering elementary school finance as a whole, therefore, it may be characterized as indicating divided control with a fairly strong tendency toward centralization. This conclusion seems to be a natural one, especially when viewed in the light of legislation other than school legislation. In general, for some years past, the movement of legislation throughout the country in matters where large financial interests are involved seems to have been constantly in the direction of increased centralization of control. Therefore it is not surprising to find that elementary school finance—a fundamental factor in the development and maintenance of efficient schools—should reflect in its tendency a general movement of much wider scope.

*Summary chart showing location of control.*

Standards.	Local control.	Divided control.	Central control.
Basis for the distribution of State school moneys.....	×	.....	.....
Extent of restriction attached to the local expenditure of State school moneys.....	.....	×	.....
State aid.....	.....	×	.....
Restrictions upon the right of localities to borrow money and to issue bonds.....	.....	.....	×
State regulation of the taxing duties and powers of localities.....	.....	.....	×
State intervention.....	.....	.....	×



# THE TEACHING OF COMMUNITY CIVICS

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PREPARED BY A SPECIAL COMMITTEE OF THE  
COMMISSION ON THE REORGANIZATION OF  
SECONDARY EDUCATION NATIONAL  
EDUCATION ASSOCIATION

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## LETTER OF TRANSMITTAL.

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, June 8, 1915.*

SIR: For good citizenship men and women must not only have good will, but an abiding interest in the welfare of the community. They must also have a working knowledge of social agencies, good judgment as to methods of social activities, and a more or less comprehensive understanding of fundamental principles of social life and progress. Much can be done in childhood and in the elementary grades of the school to create interest and give a certain amount of concrete knowledge of particular social activities and agencies, but not until boys and girls have reached the years of adolescence, the high-school age, can they begin to gain any very full understanding of abstract principles of social, civic, and governmental life. Instruction in this subject in the high school is therefore of utmost importance. For use in the high schools many textbooks and manuals have been prepared on this subject, some good and some not so good, but there is still need for good manuals on the subject of community civics that will help teachers to treat the subject in an inductive way and to relate it properly to other subjects and to the past, present, and future life of the students. The manuscript transmitted herewith offers such help, and I therefore recommend that it be published as a bulletin of the Bureau of Education. It was prepared by a special committee of the National Education Association's commission on the reorganization of secondary education. This special committee consists of Prof. J. Lynn Barnard, of the Philadelphia School of Pedagogy; Clarence D. Kingsley, high-school inspector for the Massachusetts State Board of Education; F. W. Carrier, principal of the Wilmington (Mass.) High School; and Arthur William Dunn, special agent in civic education for this bureau.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.



## **PREFACE.**

---

The substance of this manual was developed in the summer of 1914 when Dr. J. Lynn Barnard, at the invitation of the Massachusetts Board of Education, conducted a course at Hyannis for teachers of community civics. Part of the material used in Dr. Barnard's course was gathered by a committee of Massachusetts teachers consisting of Margaret McGill, Newton High School, chairman; F. W. Carrier, principal Wilmington (Mass.) High School; Walter H. Cushing, principal Framingham High School; Mabel Hill, Dana Hall School, Wellesley; Clarence D. Kingsley, high-school inspector, Massachusetts Board of Education; and Winthrop Tirrell, Boston High School of Commerce. During the past year the undersigned, who were constituted a special committee of the committee on social studies of the National Education Association's commission on reorganization of secondary education, have given much time to the preparation of the manual. The committee desires to acknowledge valuable suggestions from Dr. David Snedden, Commissioner of Education, Massachusetts; Thomas Jesse Jones, of the United States Bureau of Education and chairman of the committee on social studies; and Jessie C. Evans, of the William Penn High School for Girls, Philadelphia.

J. LYNN BARNARD.

F. W. CARRIER.

ARTHUR W. DUNN.

CLARENCE D. KINGSLEY.

June 15, 1915.

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# THE TEACHING OF COMMUNITY CIVICS.

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## PART I.

### AIMS AND METHODS IN TEACHING COMMUNITY CIVICS.

---

#### I. WHO IS THE GOOD CITIZEN?

The good citizen may be defined as a person who habitually conducts himself with proper regard for the welfare of the communities of which he is a member, and who is active and intelligent in his cooperation with his fellow members to that end.

The welfare both of the individual and of the community depends upon various factors, such as health, education, recreation, civic beauty, wealth, communication, transportation. In order to secure these *elements of welfare* the individual and the community are dependent upon many *social agencies*, such as pure-food laws, schools, playgrounds, parks, factories, post offices, railroads. The usefulness of such social agencies depends upon the intelligence and readiness with which the members of the community establish, direct, and cooperate with them. They may be classified as governmental or voluntary according to the nature of their support.

It is evident, therefore, that the good citizen will possess an abiding interest in the welfare of the community, a working knowledge of social agencies, and good judgment as to those means and methods that will promote one social end without at the same time defeating other social ends. Furthermore, he must have the point of view that progress is essential in order that he may do as well by civilization as did his fathers before him. Every community also needs citizens who possess a large measure of social initiative and the power of leadership.

#### II. STAGES IN DEVELOPING GOOD CITIZENSHIP.

Training for good citizenship must begin even before the child enters school and must continue through school, and indeed through life. Four stages in the process are well marked.

1. Before the child enters school he receives from the family life itself his first impressions of cooperation and responsibility. Whether these impressions and the social habits inculcated shall be for good or for ill depends upon the atmosphere and efforts of the

home. Home education is thus the first factor in the development of good citizenship.

2. Between the ages of 6 and 12 the child enters the larger community, the school. The establishment of right social relations by and within the school is now of prime importance. Moreover, the school should consciously interpret to the child the community nature of the home, for the teacher can speak as an interested outsider regarding the relation of the child to the parent. The school should also lead him to see how the grocer, the iceman, the policeman, the postman, and many others in the larger community outside of the home and the school enter into his life and contribute to his welfare and the welfare of others. Civic education at this stage need not consider the organized agencies through which men cooperate, but the pupil must become more and more conscious of the interdependence of individuals in the community. Through the study of appropriate literature and through acquaintance with noble characters of history he should form ideals of loyalty and of personal honor and integrity.

3. Between the ages of 12 and 15, the early adolescent period, the outside community enters more largely into the pupil's experience, and it should be interpreted to him in terms of wider human relationship. Accordingly, the civic education of the youth should include elementary history, community civics, and some study or survey of typical vocations.

Community civics should be taught during this period in the child's life, so that when the psychological changes of adolescence occur there shall have been laid a basis for turning the social instinct displayed in the gang spirit of boys and in the groping sentimentality of girls into useful channels of *social feeling*, *social thought*, and *social action*. In this course the civic grasp of the pupil should be strengthened by helping him to compare the conditions in his own community with those in other communities, and the conditions in his own time with those of other times. Moreover, this habit of comparing social conditions will be almost indispensable to the pupil when he comes to the history that should follow, because the new type of history is placing its emphasis on such comparisons.

The study of vocations here suggested should be taught during this period not merely to help the pupil choose his vocation intelligently, when the time comes to make such choice; but it should be so taught as to make it perfectly clear to the pupil that each citizen in his choice of vocation, in his preparation for it, and especially in the way in which he conducts himself after he has entered upon it, shows the quality of his citizenship. This study should also give the pupil a respect and an appreciation for many vocations and should

thus develop a better understanding between citizens of diverse callings, including a better understanding between capital and labor.

4. Between the ages of 15 and 18, the civic education of the third period should be continued by means of courses in history and elementary economics, culminating in an advanced course in civics.

Not civics alone, but the entire group of social studies—civics, history, and economics—should have for its immediate aim the training of the good citizen. It should still further be recognized that the work of the public school in training for citizenship is not limited even to the social studies, but involves a socialized point of view for all instruction and for all school management and discipline. With this recognition of the problem of civic education in all its breadth, this bulletin is designed to give help in one phase of the subject only, namely, community civics.

### III. WHAT IS COMMUNITY CIVICS?

The social study to which the name "community civics" has been applied is well defined or described in Civic Education Circular No. 1, issued by the United States Bureau of Education:

U The aim of community civics is to help the child to know his community—not merely a lot of facts about it, but the meaning of his community life, what it does for him and how it does it, what the community has a right to expect from him, and how he may fulfill his obligation, meanwhile cultivating in him the essential qualities and habits of good citizenship.

Community civics lays emphasis upon the local community because (1) it is the community with which every citizen, especially the child, comes into most intimate relations, and which is always in the foreground of experience; (2) it is easier for the child, as for any citizen, to realize his membership in the local community, to feel a sense of personal responsibility for it, and to enter into actual cooperation with it, than is the case with the national community.

But our Nation and our State are communities, as well as our city or village, and a child is a citizen of the larger as of the smaller community. The significance of the term "community civics" does not lie in its geographical implications, but in its implication of community relations, of a community of interests. \* \* \* It is a question of point of view; and community civics applies this point of view to the study of the national community as well as to the study of the local community.

### IV. PLACE OF COMMUNITY CIVICS IN THE SCHOOL PROGRAM.

Community civics should be taught in the elementary grades, and should be continued in a more comprehensive course in the first year of the high school. Many pupils do not enter high school at all; and those who do should already have begun to acquire habits of civic thought and action. Experience proves that pupils who have had such training in the elementary schools are the better prepared for their high-school work, especially in the field of social studies. They are also the better prepared for the transition to the larger freedom and responsibility of the high school. But civic training must be a continuous process, and the greater maturity of the high-school pupil

makes possible the development of phases of the subject that are impracticable in the elementary school.

It is suggested that five periods per week be devoted to community civics through the entire freshman year, although a part of the year may well be used for a survey of vocations whenever the teachers are prepared. (See p. 10.)

The methods and subject matter suggested in this bulletin are adapted both to the seventh and eighth grades of the elementary school and to the freshman year of the high school; but the scope of the elementary and high-school courses, when both are given, should be agreed upon by teachers and local school authorities to avoid duplication. It may be found desirable, however, for the high-school class to study from a new angle some of the topics considered in the elementary school.

### V. SPECIFIC AIMS OF COMMUNITY CIVICS.

[ To accomplish its part in the training for citizenship, community civics should aim primarily to lead the pupil:

1. *To see the importance and significance of the elements of community welfare* (see below and p. 1) in their relations to himself and to the communities of which he is a member;

2. *To know the social agencies, governmental and voluntary, that exist to secure these elements of community welfare;*

3. *To recognize his civic obligation, present and future, and to respond to them by appropriate action.* ]

These three aims are given in the above order because it is essential to the success of this course that at the outset the interest of the pupil be attached to the elements of common welfare, and that he be taught to think of each agency as a means to an end and not as an end in itself. Each part of the study should culminate in a recognition of personal responsibility as a good citizen, and, as far as possible, in appropriate action.

Many courses in civics fail because they fix attention upon the machinery of government rather than upon the elements of community welfare for which government exists; that is, they familiarize the pupil with the manipulation of the social machinery without showing him the importance of the social ends for which this machinery should be used. Consequently, the pupil, upon leaving school, uses his knowledge for ends which are most evident to him, namely, his own selfish interests.

### VI. ELEMENTS OF WELFARE SUGGESTED AS TOPICS.

[ For the purpose of this course in community civics it is suggested that the following elements of welfare be studied as topics: (1) Health; (2) Protection of life and property; (3) Recreation; (4) Education;

(5) Civic beauty; (6) Wealth; (7) Communication; (8) Transportation; (9) Migration; (10) Charities; (11) Correction.

The attempt has been made to arrange these elements of welfare in an order that seems suitable for teaching rather than in the order in which the sociologist would think of them. But each teacher should exercise judgment in adapting the order to the needs and current interests of the class.

In addition, the course may well include the following topics dealing with the mechanism of community agencies:

- (12) How governmental agencies are conducted.
- (13) How governmental agencies are financed.
- (14) How voluntary agencies are conducted and financed. }

## VII. METHOD OF TEACHING COMMUNITY CIVICS.

### (A) SOCIAL FACTS UPON WHICH THE METHOD SHOULD BE BASED.

1. The pupil is a young citizen with real present interests at stake. He is dependent upon the community for his education, which will largely determine his ability to earn a livelihood and to enjoy both his work and his leisure. He is dependent upon the community for recreation; for the protection of health, life, and property; for the beauty of his surroundings; for the ease with which he may communicate with his friends.

It is the first task of the teacher, therefore, not to *create* an interest for future use, but to demonstrate *existing* interests and present citizenship.

2. The pupil as a young citizen is a real factor in community affairs. His cooperation in many phases of community life is quite as important as that of the adult. He may help in forming public opinion, not only among his mates, but in the home and in the community at large.

Therefore it is a task of the teacher to cultivate in the pupil a sense of his responsibility, present as well as future.

3. If a citizen has an interest in civic matters and a sense of his personal responsibility, he will want to act.

Therefore the teacher must help the pupil to express his convictions in word and deed. He must be given an opportunity, as far as possible, to *live* his civics both in the school and in the community outside.

4. Right action depends not only upon information, interest, and will, but also upon good judgment.

Hence the young citizen must be trained to weigh facts and to judge relative values, both in regard to what constitute the essential elements in a situation and in regard to the best means of meeting it.

5. Every citizen possesses a large amount of unorganized information regarding community affairs. The amount of such information possessed collectively by an ordinary class of wide-awake young

citizens 12 to 15 years of age is surprisingly large. But it is fragmentary, often erroneous, and usually unorganized.

It is, therefore, important to teach the pupils how to test and organize their knowledge regarding community affairs.

6. People are, as a rule, most ready to act upon those convictions that they have helped to form by their own mental processes and that are based upon their own experience and observation.

Hence the teacher should act as a guide and should lead the class:

- (1) To contribute facts from their own experience,
- (2) To contribute other facts gathered by themselves,
- (3) To use their own reasoning powers in forming conclusions, and
- (4) To submit these conclusions to criticism.

7. The class has the essential characteristics of a community. Therefore the method by which the class exercises are conducted is of the utmost importance in the cultivation of civic qualities and habits. Cooperation in contributing information; the give-and-take of class discussion; regard for the contributions and opinions of others; personal responsibility for the class welfare; the attitude of the teacher as a fellow citizen with the pupils, and a learner along with them; all of these help to cultivate interest, judgment, initiative, cooperation, power to organize knowledge, and other qualities of good citizenship. In short, the class should exemplify the right community spirit.

#### (B) THREE STEPS IN TEACHING AN ELEMENT OF WELFARE WHEN TAKEN AS A TOPIC.

The study of each topic of this kind should consist of the following steps:

1. Approach to the topic.

2. Investigation of agencies by which the element of welfare is secured.

3. Recognition of responsibility, present and future, with respect to the topic under consideration.

(1) *Approach to the topic.*—In beginning the study of an element of welfare the teacher should lead the pupils to realize its importance to themselves, to their neighbors, and to the community, and to see the dependence of the individual upon social agencies.

Much depends upon the method of approach. The planning of an approach appropriate to a given topic and applicable to a given class calls for ingenuity and resourcefulness. In this bulletin the approaches to various topics are suggested by way of illustration, but the teacher should try to find another approach whenever he thinks the one suggested is not the best one for his class.

In the approach it is especially important to draw upon the experience and observation of the class. As facts are contributed, the

teacher may summarize them upon the blackboard or use some other device to have the class consciously pool their experiences.

(2) *Investigation of agencies.*—The knowledge of the class should now be extended by a concrete and more or less detailed investigation of agencies such as those suggested in this bulletin. These investigations should consist largely of first-hand observation and study of local conditions.

It is advised that the first agency considered in the course be investigated by the entire class under the direction of the teacher, so as to get a method of work. After that, agencies may be studied sometimes by the class as a whole and sometimes by groups of pupils, the choice of procedure depending on the difficulty of the agency, its importance, and the degree to which the class has secured a social point of view.

The agencies suggested under each topic in the outline are so many that no attempt should be made to have the class as a whole study them all intensively. Such an attempt would result in superficiality, kill interest, and defeat the purpose of the course. In general, the more skillful the teacher, the more will he find that the class can do profitably under any agency. It will often be found advisable to study in detail one or more agencies under a given topic, and then to make a rapid survey of others.

The following considerations will be helpful in selecting the agencies for intensive study.

(a) *Agencies of current interest to the community.*—A proposed State road, new health regulations in view of a recent epidemic, or a new system of fire protection, may be so prominently in the thought of the community that the class can secure a large amount of material from the newspapers and from the opinions of their parents. This of course would add to the interest and effectiveness of the study.

(b) *Agencies of immediate interest to the class.*—An athletic field, a new school building, moving-picture shows, school lunches, rules of athletic associations, and boy scouts, may be of immediate interest to the pupils themselves.

(c) *Agencies of special interest to the teacher.*—The teacher may be so familiar with certain agencies that he can deal with them effectively, but his own knowledge is of importance only so far as it helps him to make the study more profitable to the pupils. In dealing with an agency with which he is not familiar, he should never hesitate to take the rôle of learner and join with his pupils in the work of investigation.

(d) *Significance of the agency.*—The agencies studied intensively should always be those that serve to bring out important facts, conditions, or obligations and should never be chosen merely because they are superficially interesting. They should be those that con-

tribute directly and vitally to the element of welfare under which they are discussed.

(3) *Recognition of responsibility.*—A lesson in community civics is not complete unless it leaves with the pupil a sense of his personal responsibility and results in right action. To attain these ends is perhaps the most difficult and delicate task of the teacher. It is discussed here as the third step in teaching an element of welfare; in practice, however, it is a process coincident with the first two steps and resulting from them. A proper sense of responsibility can only grow out of a correct perception of one's community relations; and a desire to act, from a realization of vital interest in a situation. If the work suggested in the foregoing paragraphs on "approach" and "investigation of agencies" has been well done, the pupil's sense of responsibility, his desire to act, and his knowledge of how to act will thereby have been developed. Indeed, the extent to which they have been developed is in a measure a test of the effectiveness of the "approach" and the study of agencies.

A distinction should be made between the present and future civic duties of high-school pupils. They have some civic responsibilities now; others await them in adult life. They must be prepared for both. The teacher should be careful to cultivate judgment as to the kinds of things for which pupils should assume responsibility now.

For example, pupils can hardly have any large responsibility for the water supply of their community; but they can help to conserve it by avoiding waste from water taps, and they can help to prevent the spread of disease by using individual drinking cups and by cultivating a sentiment at home against contaminating the sources of water supply (especially if wells or springs are used). It is hardly appropriate for a child to reprove the milkman for carelessness in handling milk; but he may exert influence in securing proper care of milk and milk bottles in the home.

A distinction should be made also between the duties of the *citizen* and the duties of the *official*. The citizen selects the official and should hold him to his task. The citizen must know the purpose to be achieved, the official must find out how to achieve it; the citizen needs a sense of values, the official technical knowledge; the citizen must be a competent employer, the official a competent executive. For example, in a town meeting the citizen elects officials and votes on appropriations of money. To discharge this duty he must be a judge of the kind of men who will serve faithfully and efficiently and must understand the purposes for which appropriations are asked. But the duty of that citizen does not end with the town meeting. He should insist that these officials make reports that will show what they have accomplished and keep generally informed as to the way in which officials are discharging their duties.

It is important, in relation to either present or future duties, to develop intelligence regarding the proper channels through which to act, and how to go about it. There are cases in which a direct appeal from children to public officials may be entirely proper, as, for example, in regard to the establishment of a playground. But such appeals should be made under proper supervision. The good citizen should be able to write a courteous letter to the public official. Practice in writing such letters should be given to pupils, preferably relating to actual conditions observed by the pupils, or containing practical suggestions by them. Such letters should be discussed and revised by the class and teachers, but should be sent to the official only after approval by the principal or superintendent. Regard for the time of public officials should be cultivated, and no class should be permitted to send a number of letters where one would suffice.

It is sometimes desirable for the class to undertake a special piece of work of direct use to the community. In some places pupils have helped to exterminate insect pests. It is important that the teacher should be careful to set up right motives in work of this sort. Arthur W. Dunn, of the United States Bureau of Education, cites the following case in which wrong motives were set up. He says:

A group of boys who were studying their own community from the standpoint of cleanliness and beauty were "interested" by the offer of a prize to the boy who should bring in the largest number of discarded tin cans. The motive set up was wrong, and uncivic action resulted. Intense rivalry supplanted community cooperation, selfish personal interest took the place of community interest, and some of the boys actually hauled into the city wagonloads of cans from the city's dumps. Good citizenship can only grow out of right motives.

Participation in community affairs requires good judgment as well as right motives. The following lesson, also reported by Mr. Dunn, shows how such judgment was developed in one case:

One morning after a heavy fall of snow the question was raised in a number of civics classes, "What will be the effects of this snowfall upon the life of the community?" It was soon developed that it would interfere with traffic; that it would impede the work of the fire department; that if allowed to melt and freeze it would become dangerous to life and limb, and that if it lay in dirty heaps it would mar the beauty of the city. The snowfall was thus seen in various community relations previously discussed in other aspects. Who cleans the snow from the roadways? This is done for the citizens by the street-cleaning department of the city government. Who cleans the sidewalks? This is not done by the city but is left in the hands of the individual householders. The children observed on their way home how many of the sidewalks were cleaned and reported on the number not cleaned. Were the citizens left to their own discretion in this matter? No; a city ordinance commanded them to clean their sidewalks. Why was it not obeyed? Why was it not enforced? What is the effect of having a law that is not regarded?

The children took the matter to heart. They talked about it at home. They wanted to do something about it. The question arose as to what they could do. Here is where the training of judgment came in. Some wanted to complain to the authori-

ties. It was decided after discussion that mere complaint seldom accomplishes much. Some thought that they could speak personally to offenders. This was decided to be slightly officious and perhaps offensive to older citizens. It was suggested that groups of boys organize to go about their neighborhoods cleaning walks. As a commercial venture this was approved, and in a few cases such groups also cleaned walks before vacant lots as a public service. It was concluded, however, that for boys to go about cleaning other people's walks as a public service when these people should do it themselves was shifting the burden of responsibility in a harmful way. What actually happened was that the boys pretty generally saw to it that their own walks were cleaned, learning the important lesson that in the regular course of one's daily tasks, such as caring for one's own premises, lies an ever-present opportunity for good citizenship; and further, a public sentiment on the subject was created starting in the classrooms, extending into the homes, and spreading through civic organizations and the newspapers, until the householders themselves saw to it after later storms that their walks were cleaned.

In this instance, besides the cultivation of interest and motive in a striking degree, we see a splendid lesson in cooperation; a whole community aroused, largely through the initiative of the children; the children participating, but not being led to assume too much responsibility in the matter; judgment exercised in regard to method of attacking the problem, and finally, "action, which is the end of all good citizenship and of all good teaching."

#### VIII. APPLICATION OF PRINCIPLES TO CONDUCT.

In the past much civic instruction has been ineffective because it has left the pupil to work out for himself the application of general principles to conduct. The translation of principles into conduct is more difficult than the comprehension of the principles themselves. It is largely a matter of motive, reinforced by judgment and initiative. To cultivate these is the teacher's greatest task. The natural human motive of self-interest should be recognized. It is not only legitimate but in every way desirable to demonstrate the relation of civic conduct to self-interest and to utilize the latter as a channel through which to develop a broad spirit of service. With this in view it may be helpful to analyze the conduct of the citizen:

##### 1. Conduct that has self-interest as an evident end.

Under this head would come, first, care for one's own health, education, and character. But these things are not only necessary to individual success; they are also essential if one is to be useful to the community. They have direct civic bearing. If the citizen impedes the welfare of the community through physical incapacity or lack of education and good character, it follows that he, as a member of the community, will also suffer the consequences of the same defects in others. It is, therefore, to the interest of the citizen to care, not only for his own health, education, and character, but also for those of others. Thus a starting point is afforded for the development of a real sympathy and a real altruism.

Under this head may also be included the citizen's economic or vocational activities, and his care for his property. He works for a living primarily in his own interest; but he also owes it to the community to be self-supporting and to contribute to its economic welfare. Industry, efficiency, and thrift are civic, as well as individual, virtues. The citizen who is himself industrious, efficient, and thrifty can not get the full benefit of these qualities in himself if they are lacking in other members of the community upon whom he has to depend. Thus, again, self-interest may lead to an appreciation of the civic relations of conduct.

2. Conduct that is more evidently social in character and based primarily upon the *interest of others* or upon a *common interest*.

This includes the citizen's activities in cooperation with social agencies, voluntary and governmental. Thus he may become a member of such voluntary agencies as school organizations, boy scouts, consumers' leagues, child-labor committees, boards of trade, labor unions. He may cooperate, as an individual or in association with other individuals, with the health department by reporting contagious diseases; with the street-cleaning department by not littering the street; with teachers and school authorities in the work of the schools; with the charity organization society by not giving aid indiscriminately. Sometimes the citizen's cooperation may take the form of money contributions for the support of social agencies; and again, in proportion to intellectual endowment and force of character, it may take the form of leadership in organizing and directing such agencies.

The citizen also has a responsibility for the support and direction of government, which is the recognized agency of cooperation for the entire community. He not only pays taxes for the support of government, but he also has a voice, directly or indirectly, in determining the amount of money that shall be devoted to the support of each governmental agency. Through public opinion and the use of the franchise he decides what kind of public officers shall occupy governmental positions, and may exert an influence in holding them to the proper performance of their duties.

Finally, the citizen may, on occasion, be called upon to fill positions in government, and thus to direct and guide the affairs of the community as a whole.

The point of emphasis in all this, however, is that while we urge that the citizen should engage in these activities as far as opportunity offers, it is necessary to cultivate a motive sufficiently strong to lead him actually to do so. This motive is to be found in the *common interest*, which includes *his* interest, at least until such time as an ideal altruism may lead to the placing of the interest of others and the community above the interest of self.

## PART II.

### SUGGESTED TREATMENT OF THE ELEMENTS OF WELFARE.

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#### TOPIC I.—HEALTH.

*Approach to the topic.*—In the introductory lessons the first thing to be fixed in the consciousness of the pupil is *the importance of health*. Each pupil should be led to see its importance to *him*, so that the entire class will deduce the fact that they have a common interest in the matter. By extension of the idea, it may be seen that health is a subject of common interest to the entire school and to the community as a whole. Also each pupil should be led to realize that, in this important matter of health, he is dependent upon the other members of the class and of the school and that the other members are likewise dependent upon him. The same interdependence exists in the community at large. This being true, the members of the class, the school, the city, the State, and the Nation must *work together*, and to this end definite provisions have been made by communities. Whether these community arrangements for health prove effective or not depends largely upon the interest and intelligence with which each citizen supports them.

The following suggestive approach to the topic "Health" was used last year by F. W. Carrier, principal of the Wilmington (Mass.) High School.

This class had just finished a course in hygiene. From their textbook in this subject they were asked to select nine of the most important rules of hygiene and to discuss the following question regarding each rule, "Can I observe this rule without the aid of society?" The class spent several days on this discussion, in order to secure the social point of view by their own reasoning, simply guided by the teacher.

1. "Breathe deeply and freely of pure air." The class discovered that we sometimes can not observe this rule, even when we keep our own premises hygienic, because our neighbor's barnyard, pigpen, or outhouse may contaminate the air that we breathe; that the individual, when unaided by society, is unable to keep the air pure in shops, streets, schools, churches, theaters, and cars; and that, therefore, sanitary regulations are necessary.

2. "Drink freely of pure water." The water supply of one family or of an entire community may be contaminated by the sewage of another family or community, and there must, therefore, be authority not only over different families in the same community, but also over different communities.

3. "Eat moderately of a wholesome, well-cooked, and well-balanced diet." This rule can not be observed unless society makes and enforces laws concerning the condition of food offered for sale and of slaughterhouses and cold storage.

4. "Exercise daily the important groups of muscles." Hence the necessity for establishing gymnasiums, playgrounds, and athletic fields, and for leisure time in which to use them.

5. "Keep the body and its surroundings clean." It is impossible to keep the body clean without bathing facilities. The cleanliness of surroundings is affected by the condition of the streets and by the disposal of waste and refuse from certain industries.

6. "Do not expose yourself to contagious diseases." The individual is powerless to protect himself from diphtheria, typhoid fever, or tuberculosis. A polluted water supply may spread a disease through an entire community; sewage-polluted oysters or infected milk may spread typhoid fever to hundreds of consumers; and one person suffering from an infectious disease may endanger a whole community.

7. "Abstain from the unnecessary use of drugs." Many persons do not know what drugs are harmful, and some of those who know do not abstain therefrom. Therefore, there must be laws regulating the manufacture of alcoholic drinks, tobacco, morphine, patent medicines, and headache powders.

8. "Observe regular periods of rest." Labor unions determine for their members the number of hours in a day's work. A Massachusetts law limits a week's work for a woman to 54 hours. Tower men can be on duty only 8 hours, except in emergencies. Firemen in some places shift three times a day. Child-labor laws limit the hours of employment for minors. A man should have one day in seven for rest. Society must make it possible for everyone to secure enough rest and sleep so that he may live a healthy life and render full service to the community.

9. "Do not practice any activity harmful to the body." It is necessary in order that this rule may be observed to provide schools furnished with adjustable seats, properly lighted, and supplied with well-printed textbooks; to abolish child labor; to limit the kinds of employment for women; to restrict hours of labor in certain occupations; and to abolish harmful occupations that are not necessary to the welfare of society, like the manufacture of white-phosphorus matches.

At first the pupils seemed startled to see that society has the right to compel a man to keep his own premises clean. To many it was a revelation that a man has no right to sell unwholesome food, adulterated butter, or unhygienic milk, and that society has a right to stop such sale. One of the boys said: "I always thought those things—quarantine, pure-food laws, etc.—were unfair, but I see that they are not." Another boy was of the opinion that if a man wanted to keep a pigpen near his neighbor's back door, provided the pig was on his own land, he ought to have the privilege, but the class were able by this time to make short work of his argument. When we consider that many pupils had to secure a point of view different from that which they were accustomed to entertain, and in many cases different from that reflected in daily conversations at home and on the street, we readily see that several lessons devoted to this discussion were none too many. The pupils were interested; they thought the lessons worth while, and they were ready to study in detail the health agencies existing in the community and the specific duties of the citizen in cooperating with each of these agencies.

*Means by which the community provides for health.*—If the class begins with the ventilation of the school building, the following questions may suggest a plan of procedure:

Is this classroom well ventilated? How do you know? What effect does it have upon you and your work if the ventilation is defective?

If the law compels school attendance, why should it also compel good ventilation? Why is it not good business to spend public money on instruction and to neglect ventilation?

Find out the standards of ventilation prescribed by law or those recognized as satisfactory by competent authorities. Compare the ventilation of your building with these standards. Examine and explain the system of ventilation in your school.

When was the present system of ventilation put in this building? What was the method of ventilation before? If the present system is a good one, to whose activity and foresight is this due, and what did it cost? If a bad one, what steps should be taken to replace it, who should take these steps, and how much would a proper system cost?

Who is responsible for the inspection of ventilation in the school? How can the citizen proceed to secure an investigation of a school when he thinks such investigation is necessary?

Are there any ways in which pupils may cooperate in keeping the ventilation in good working order? If a pupil thinks the system is defective, what ought he to do about it?

The class may in like manner study the ventilation of other public buildings, theaters, cars, and factories.

Problems in community civics are likely to have much in common with problems in general science and biology. The emphasis, however, is different, as science deals primarily with the material aspects, while community civics deals primarily with the social aspects.

The agencies in the following list are grouped in accordance with the approach already described. The number of these agencies to be investigated in detail will depend upon the time available and the relative importance of this topic, health, in this community and for this class. The same spirit should prevail in the treatment of each as in the suggested study of ventilation.

#### LIST OF AGENCIES.

##### For pure air:

- Ventilation of buildings.
- Suppression of smoke and gas nuisance.
- Tenement house laws and inspection.
- Cleanliness of outbuildings.

##### For pure water:

- Wells and water system.
- Stream protection and filtration.
- Sewage disposal.

##### For pure food:

- School lunches.
- Pure food and drug laws.
- Inspection of markets and dairies.
- Inspection of slaughterhouses.
- Inspection of cold storage.

**For exercise:**

- Gymnasiums.
- Playgrounds and athletic fields.

**For cleanliness:**

- Disposal of household waste.
- Street cleaning.
- Public baths.

**To avoid contagion:**

- Medical inspection of schools.
- School nurses.
- Vaccination.
- Quarantine—local, State, national.
- Insect extermination.

**To restrict the use of drugs:**

- Temperance societies.
- Regulation of sale and manufacture of alcohol and tobacco.

**To regulate working hours and conditions:**

- Properly equipped schools (desks, lighting).
- Child-labor legislation and inspection (age, hours, work certificates, kinds of employment).
- Factory legislation and inspection (hours, lunch periods, sanitation, safety devices, seats for women employees, kinds of employment).
- Consumers' leagues.
- Child-labor associations.

**Agencies for miscellaneous purposes:**

- Ambulance service.
- Hospitals and dispensaries.
- Vital statistics.
- Baby-saving campaigns.

*Responsibility of the citizen.*—It would be well for the teacher to recall the discussion of recognition of responsibility and of the application of principles to conduct in Part I, pages 16–19. Throughout the discussion of the topic the aim should be to present its community relations in such a way as to stimulate the pupil's sense of responsibility for the health of the community as a whole. In connection with the study of pure water supply, for example, such questions as the following may be suggestive:

If you suspect that your water supply may be polluted, how will you proceed to verify your suspicions?

If you find that it is polluted, what should you do about it? What should your father do about it? Under what conditions should complaint be entered? Who should enter it? Before whom should it be laid, and by what method?

If your community needs a new water system, how may a citizen proceed to arouse public opinion in the matter?

How can a mayor be held accountable for the efficiency of a water commissioner whom he appoints?

What kind of reports should a water commissioner render, and whose business is it to read them? Why?

It may be profitable to have the class collect, from such magazines as *The American City*, instances of participation by boys and girls in activities to promote the health of communities. These instances

may be tabulated to show the scope of such activities, and discussed and criticized from the point of view of organization, management, cooperation, judgment, results, etc.

Each member of the class may also write a statement of the ways in which he has cooperated, or may cooperate, with the various social agencies studied. Mr. Carrier obtained by this method some statements that, by their spontaneity, indicated a personal application of the lesson, as when one pupil wrote, "I will be cheerfully quarantined."

## TOPIC II.—PROTECTION OF LIFE AND PROPERTY.

*Approach to the topic.*—One way to approach this topic is through a discussion of some dramatic accident that has occurred in the vicinity, or that has gained prominence through the newspapers, such as the burning of a part of Salem, Mass., the shirt-waist factory fire in New York City, or the recent floods in Ohio and Indiana; and then to exhibit statistics (which the pupils themselves may gather) to show that accidents less dramatic, but of common occurrence, result in the aggregate in more terrible loss of life and greater destruction of property. Instances may be found in the annual loss from fire, the railroad or mining accidents of the past year, injuries occurring in the ordinary course of traffic in the streets of a large city, or the loss of life and limb on the Fourth of July.

Compare the attitude of different people toward the removal of causes of accidents; for example, the attitude of the Chinese toward the inundation of their rivers as compared with that of the people along the Mississippi. Why the difference? (Note, however, the unnecessary loss of life and property in this country from periodic floods). Compare the frequency of railroad accidents in this country with that in England or Germany.

Note the growing movement in behalf of protection of life and property in this country as illustrated by the "safety-first" movement. What has brought about the changed attitude? Give illustrations from your own community.

*Means by which the community protects life and property.*—The study of means adopted to protect life and property should commence with conditions that are very near to the pupils. In case the investigation starts with fire prevention in the home, information on such lines as the following may be sought:

Of what material is your house built? Is there need for fire escapes and are such provided? Is there any danger of fire from stoves or furnaces in your house? Is gasoline or any other explosive kept in the house, and if so, what care is taken of it? Is there any danger from lighted matches? If you have electricity, how is the current insulated? In case a fire broke out what steps should you take? Where is the nearest fire-alarm box? How would you send an alarm? Is the water supply adequate to extinguish a fire? With reference to how many of these points are there laws in your community?

It is better, however, instead of asking the pupils detailed, leading questions such as those above, to seek to draw them out as to the sources of danger to life and property in their own homes. Let *them* mention materials of construction, fire escapes, matches, etc. From their miscellaneous list, brought out by free and general discussion, a corrected and classified list may be compiled and placed on the black-board in good order as a basis for further discussion. This will stimulate initiative and give the pupils practice in organizing their own knowledge.

A similar plan may be followed with regard to the provisions for safety in the school building and elsewhere.

Some of the agencies for the protection of life and property follow:

#### LIST OF AGENCIES.

For the prevention of accidents—

In houses, tenements, schools, public buildings.

Fire exits, fire escapes, building laws and inspection.

In the street:

Traffic regulations and traffic squad.

Underground wires.

Street lighting.

In transportation:

Safety regulations and devices on railroads, steamships, electric cars, and automobiles.

Coast survey; lighthouses and buoys; life-saving stations.

In industry:

Safety devices in mines, quarries, and factories.

Regulation and inspection of fire escapes, elevators, boilers.

For the prevention of floods—

Levees.

Preservation of forests.

Flood reservoirs.

For protection against fire—

Water supply.

Fire department.

Forest rangers.

Building regulations.

Fire prevention movement.

For protection against fire—

Insurance.

Police.

Courts (civil and criminal).

Legal aid societies.

Militia.

State constabulary.

Army.

Navy.

Patents and copyrights.

*Responsibility of the citizen.*—Even a cursory analysis of the causes of the fires occurring annually in a community, together with an exhibit of the cost to the community, will of itself suggest the heavy responsibility resting on each citizen for the prevention of fire. A study of the causes of accidents on the street will impress the same idea.

Habits of destruction and vandalism, when they prevail among boys, are not always easy to overcome. But more can be done to this end by a vivid demonstration of the social consequences of such practices through an array of concrete situations which will of them-

selves appeal to self-interest, to the spirit of the "square deal," and to a proud sense of personal responsibility, than by preachment.

Pupils should be taught the proper use of safety devices and the precautions that they should take in order to protect both themselves and their fellow citizens. In one school in a large city a model of a street-car platform was placed in the gymnasium and the pupils were trained to get off the car facing forward. The importance of fire drills in the schools should be thoroughly discussed, and these drills held often enough to secure rapid and orderly emptying of the building. Similarly the class should discuss the proper procedure in case of a fire in any other building, such as a theater. Probably in every town and city there are devices, such as fire-alarm boxes, that the local authorities would gladly have pupils trained to use correctly. Quite likely the fire department would lend a sample box to the school, so that each pupil could learn the proper method of turning in an alarm.

The class may discuss the steps that should be taken by the citizen to secure the installation of safety devices either in his own dwelling or in public buildings or in cars and factories.

### TOPIC III.—RECREATION.

*Approach to topic.*—The study of each topic should be related as far as possible to the work that has preceded. Under "Health" and "Protection of life" the community arrangements for the physical well-being of the citizen have been studied. To secure the highest degree of efficiency on the part of the individual and of the community, there is a physical necessity for recreation as well as for rest.

It is usually well, however, to begin the study of a topic by means of concrete illustrations within the observation of the pupils. Thus, the study of recreation may be begun by having the pupils mention such forms and means of recreation as occur to them, in the home, in the school, in the community at large. On the basis of such a list, the class may work out a definition of recreation and a statement of its purposes. No matter if the preliminary definition is crude, it can be completed and perfected in the light of further observation and discussion.

Observation and discussion should disclose the fact that mere cessation from "work" is not necessarily recreation. The difference between recreation and dissipation should be emphasized. It should be shown that recreation involves the social and intellectual interests, as well as mere physical enjoyment and recuperation. Recreation may at times consist in mere change of occupation. Why?

Recreation depends upon the possession of leisure, the existence of adequate facilities, and knowledge of how to use the leisure and the facilities. These three conditions suggest profitable lines of inquiry in your own community

*How the community provides for recreation.*—To what extent are there people in your community who have not sufficient leisure for recreation? How is it in the case of women? Of children? What causes deprive people of leisure in your community? Other things being equal, does rural or city life afford greater leisure? Is there any movement in your community (or State) looking to the increase of leisure of working men and women?

Are the facilities for recreation adequate in your community? Make as complete a list as possible of the recreation facilities in your community, for men; for women; for children. Classify them according to their kind. Are the facilities that exist equally distributed in all parts of the community and among all classes of the population? Make a map (if in a city) showing distribution of playgrounds, parks, baths. Would you consider a library a means of recreation? A saloon? Why? Are facilities for recreation more abundant in a city or in a rural community? Look up the question of need for recreation facilities in a farming community. What obligation is there upon a community to provide recreation facilities for its citizens? Is your community meeting its obligation satisfactorily?

Do you know people who do not know how to play? Is it a function of the school to teach how to play? Compare the advantages of supervised play with unsupervised. How much and what kind of supervision over recreation is there in your community? Discuss the censorship of moving pictures; the regulation of dance halls. What agencies provide supervision for different kinds of recreation in your community? To what extent is supervised recreation provided in factories and business houses? Discuss the need and methods of control of athletics and social events in a high school.

Following is a partial list of recreational agencies that may be discussed:

#### LIST OF AGENCIES.

School recess.  
Playgrounds and athletic fields.  
Athletic associations.  
Gymnasiums and bowling alleys.  
Extended use of schoolhouses.  
Public baths.  
Recreation piers.  
Dance halls.  
Concerts.  
Theaters and moving pictures.  
Circuses.

Botanical and zoological gardens.  
Libraries.  
Museums and art galleries.  
Summer camps.  
Fish and game protection.  
National parks.  
Clubs and associations:  
    Boy Scouts.  
    Camp Fire Girls.  
    Y. M. C. A.  
    Social settlements.

*Responsibility of the citizen.*—Observation, inquiry and discussion along the lines suggested in the foregoing paragraphs should impress pupils with the obligation to provide for adequate, wholesome recreation, both from the standpoint of self-interest and of community

welfare. Most high-school pupils need little stimulation to play, though there are numerous exceptions; but they need to cultivate judgment in the choice of recreation and to develop thoughtfulness regarding the comfort and convenience of others who are not participating in the game.

Athletics and other forms of school recreation afford abundant opportunity for the practice of civic virtues. Consideration for others, habits of cooperation, regard for the rules of the game are duties which may be cultivated in recreational activities whether on the athletic field or in social gatherings.

It is pertinent, in these days of strenuous business activity, to stress the duty of providing against personal physical breakdown and social inefficiency, by due regard for recreational needs after entering business. Abundant opportunity is presented throughout the discussion to emphasize the responsibility of the community for ample facilities for regulated recreation, and of the citizen to cooperate with private and public agencies in providing for them. The duty of the employer to his employees in this respect should also be emphasized.

#### TOPIC IV.—EDUCATION.

*Approach to the topic.*—It is not always easy for the pupil to see the value of the education the school is giving him. This may be due, in part, to his own lack of understanding and foresight; in part, to a real failure of the school to meet the needs of the pupil. Let the class (and the teacher) face these two possibilities frankly, with a view to getting light on what should be expected from the school, and how far the school is fulfilling or failing to fulfill its obligations.

Whether the school clearly meets the needs of the pupil or not, the value of some kind and some amount of education (acquiring experience and skill and appreciation) will be readily acknowledged by the pupil. A great deal of this education is acquired directly by experience in the school of life itself. One question to be answered is, How early does it pay to enter this school of life to finish one's education by actual experience? There was a time when education was acquired almost wholly in this way, except for what the family itself could give or afford to buy. With the growing complexity of life, it has become necessary to supplement the efforts of the individual and of the family by providing educational facilities for a longer period of training, and this training has been made available to practically everyone through the system of public elementary and secondary schools. That the community believes this is worth while is evidenced by the large sum of money expended every year for the purpose. How much in your town or city? In your State? How much does your high school cost the community annually for each

pupil in attendance? How does this compare with the cost of the elementary schools? Is the difference justifiable? Why?

If your education is worth while, either from your standpoint or that of the community, it ought to accomplish at least the following things:

1. It ought to help you to become self-supporting and to provide for those dependent upon you. This would include—
  - a. Help in discovering the vocation for which you are best adapted.
  - b. Help in preparation for that vocation.
2. From the standpoint of the community it ought to increase your efficiency as a contributor to the economic prosperity of the community, and thereby also contribute to your own self-respect.
3. It ought to increase your capacity for enjoyment of your life work and for enjoyment and wise use of leisure.
4. It ought to stimulate your desire, and develop your ability, to participate wisely in the affairs of your community—intellectual, social, philanthropic, political, etc.
5. It ought to cultivate your appreciation of life in all its aspects.

Each of the above points may be discussed in greater or less detail to bring out why, from the standpoint of the pupil and from that of the community, public education should provide for it.

*How the community provides for education.*—A good place to begin a study of what the community is actually doing for the education of its citizens is with the high school (if it is a high-school class that is making the study; if it is an eighth-grade class, the beginning might better be with the elementary school). The following questions are only suggestive, and by no means exhaust the various aspects of the subject:

Make a table or chart showing the various kinds of work and activities of your high school, and show how they contribute to the ends of education as stated above (include athletics, debating societies, the school paper, and other activities).

*Course of study.*—What changes have been made in your high-school course of study in the last 10 years? What has been the purpose of these changes? What further changes are in prospect? Do other high schools in your city and high schools in other cities maintain courses not found in your school? If so, to what extent should they be introduced in your school? Why? Do you yourself feel that the studies you are taking have a direct value to you? What changes would you suggest in the content and methods of teaching the studies you are taking to make them more useful to you? What subjects would you drop altogether, and why?

*Administration.*—Analyze and describe the administration of your school. Explain the function and the responsibility of teachers, principal, superintendent, school board, or committee. Do you have any responsibility for the administration or conduct of the school? Explain. Discuss advantages and disadvantages of pupil participation in school government. What is the relation between the school authorities and the city or town or county government? Between the school authorities and the State government? Why these relations?

*School attendance.*—Between what ages is school attendance compulsory in your State? How does this compare with other States? What steps must be taken to obtain working papers, schooling, and age certificates? What restrictions, if any,

are placed upon the kinds of employment that may be secured by minors? Explain the administration of the truancy laws. What proportion of elementary pupils enter high school in your community? What proportion of those who enter high school complete the course? What proportion of pupils leave the elementary school before completing all eight grades? What causes are assigned for this elimination of pupils at various grades? What steps, if any, are being taken in your community to prevent retardation and elimination?

*Racial composition of the school.*—A chart may be made showing places of birth of the members of the class, and of their parents and grandparents. The aim should be to conserve a proper pride in racial heritage while emphasizing the process of Americanization. Tact must be exercised to avoid offense. The democratizing influence of the public school should be emphasized. The opportunity is great to cultivate wholesome sympathy among the racial elements represented. It may be shown that the American ideal of democracy is the outgrowth of the labors and aspirations of the people in nations other than our own, and that, therefore, the foreigner comes from countries which have contributed to the ideal for which we ourselves are striving.

*Cost of the school.*—How much was expended for your high school last year? How much of this was for instruction? For what other purpose was money spent? What is the value of your school building and grounds? From what sources is this money derived? How is it raised?

In the same spirit and by similar methods such educational agencies as the following may be taken up for discussion so far as time and circumstances warrant:

#### LIST OF AGENCIES.

##### 1. Those offering education directly:

- Kindergartens.
- Elementary schools (day, evening, summer, special).
- High schools (day, evening, summer, special).
- Private and cooperative schools.
- Higher institutions (different kinds and purposes of each).
- Correspondence schools (use and limitations).
- Summer Chautauquas.
- Winter reading circles.
- Schools for defectives (blind, deaf, etc.).
- Corporation schools.
- Classes for immigrants.
- Young Men's Christian Association.
- Social settlements.
- Civic clubs.
- Literary and debating clubs.
- Public lectures and sermons.
- Libraries.
- Museums and art galleries.
- Theaters and moving pictures.
- Newspapers and periodicals.

##### 2. Those fostering other educational agencies:

- Public education associations.
- Home and school associations.
- The Foundations (Sage, General Education Board, Carnegie Foundation for the Advancement of Teaching).
- United States Bureau of Education.

*Responsibility of the citizen.*—The pupil should be impressed with the fact that in going to school he is participating in the real life of the community, that he is doing the thing which the community expects him to do. Is he doing his part well? Teachers and school authorities are official representatives of the community, a part of the local and State governments. Cooperation with them is public service, as are diligence and regularity of attendance. Responsibility for the progress of the other members of the class should be emphasized, as also for the public property represented in school equipment.

The pupil also has a civic responsibility for the future, for which his education is intended to fit him. Whether his education does prepare him for future responsibility depends in part upon the efficiency of the school, but also in large measure upon the diligence and attitude of the pupil himself.

It should be shown that, while school authorities have direct responsibility for the schools, a community will have the kind of schools that it really wants, and that a responsibility rests on the citizens themselves to deal with the subject intelligently and to submit willingly to the necessary taxation for adequate educational facilities. The difference in kind of responsibility resting upon school authorities and citizens should be emphasized. (See Part I, p. 16.)

#### TOPIC V.—CIVIC BEAUTY.

*Approach to the topic.*—The appearance of a community is usually the first thing to attract the attention of a stranger. Are you proud of your community in this respect? What are some of the things that you would select to show a visitor in your community? What are some of the things that you would not want him to see? Why? What difference does it make whether your community is beautiful or not? For example, what effect do appearances have upon the value of property? Give examples in your own community. Why should the citizen cooperate with government and with voluntary agencies to make the community beautiful? What besides appearances contribute to the beauty of a community?

If there happens to be under way in your community some important improvement, such as the construction of a system of parks or boulevards, or a town-planning movement, this may afford a natural avenue of approach to the general subject of civic beauty. In this case the relation between such factors in civic beauty as parks or boulevards and public health, public recreation and public convenience, should be established.

*How the community provides for civic beauty.*—Positive or negative material for the study of civic beauty and its importance is always at hand in abundance. It is popular with pupils and comparatively

easy to handle. As in the case of other topics, the study should be related as closely as possible to the pupils' interest, proceeding from matters familiar to them to matters less familiar. When the pupils live in congested city districts where lawns, gardens, and shade trees are rare, it is hardly wise to dwell upon home beautifying in these respects to the same extent as in other sections of the city. For such pupils a discussion of clean and tidy area ways and alleys would be more pertinent. The appearance of school building and grounds, of streets, and of parks, however, is of common interest to all.

The following is a list of topics rather than of agencies; but their study of course involves a consideration of corresponding agencies. Under each, therefore, inquire as to who has been given, or has assumed, responsibility, and how the work is done.

## LIST OF AGENCIES.

Beauty in the home:	Architecture:
Appearance of dwellings (paint, repairs, window boxes, etc.).	Public buildings.
Care of lawns, gardens, trees.	Business and office buildings.
Beauty in the school:	Residential.
Interior decoration.	Art:
School architecture.	Monuments and statues.
Improvement of grounds.	Bridges.
School gardening.	Galleries.
Beauty in the street:	City or town planning:
The street plan.	Street plan.
Construction and repair.	Grouping of public buildings.
Cleanliness.	Industrial and residential sections.
Provision for rubbish.	Regulation of height of buildings.
Unsightly objects—	Preservation of natural beauty:
Telephone and electric light poles.	Local, State, National.
Bill boards.	Miscellaneous:
Care and preservation of trees.	Smoke abatement.
Noise.	Vacant lots.
Lighting at night.	Alleys.
Parks, parkways and boulevards, water fronts.	Clean-up days.
	Care of public buildings.
	Mutilation of public property.

*Responsibility of the citizen.*—There is no phase of community life in which it is so easy to see the responsibility of the citizen as in that which relates to beauty, and there is no other phase which offers such abundant opportunity to the young citizen to participate in civic activities. The beauty of the community as a whole depends in large measure upon the care which the individual householder and his family take with regard to the appearance of their own premises and the care which every individual, young or old, takes not to litter the streets and parks with papers and other refuse, to deface walls and fences, to injure plants and trees, to destroy birds. Chil-

dren have been a large factor in many communities in the work of school and home gardening and in neighborhood beautification of various kinds. Besides personal conduct in such matters, there is always the opportunity to help form public opinion by personal effort and by cooperation with voluntary agencies.

#### TOPIC VI.—WEALTH.

*Approach to the topic.*—In dealing with this topic it may be necessary to remind oneself that this is a course in "community civics" and not one in economics. In order to maintain this point of view it may be well for the teacher to recall the definitions of the "good citizen" and of "community civics" given on pages 1 and 11, Part I. The citizen, however, must be a user, and usually a producer, of wealth. The use and production of wealth have their civic relations and it is some of these that this section is intended to point out.

It will probably be necessary to explain to pupils that the word "wealth" is not used in the sense of great riches, and still less as synonymous with money, but in its true meaning of all material things for which men are willing to work. A loaf of bread is wealth, as also a book, or a lead pencil, or a house and lot, or a plow. A technical discussion of wealth in all its economic bearings is out of place in this course.

The things most in evidence in a community, outside of the purely residential districts, are stores and office buildings, factories, transportation lines and facilities, and people hurrying to and fro, or at work in their offices or before machines or behind counters—all going about their "business." If it is a rural community, there are the farms with all the activities involved in producing grain, or cotton, or live stock. Or it may be a mining community or one whose chief interest is in the activities that center about the forest. Everyone seems to be intent on "getting a living."

If we pass from the "business center" of a city to the residential districts, there we see the symbol of the "living" for which all this work is going on—the home. It represents, first of all, shelter and food; but in addition it represents the primary means of education (the training of children), of health protection, of esthetic enjoyment (in books, music, home beautification), of recreation, and of social life. It represents the necessities of life and such comforts and luxuries as the family may by its work provide for.

The getting of a living is of fundamental importance to everyone. It should be made clear to the pupil that the money a worker receives for his work is only a measure of his "living" or of the value of his services, and that the real "living" that he receives in return for his work is the more or less complete enjoyment of the "elements of welfare"—protection of health, life, and property, education, recre-

ation, etc. Wealth is merely the material means by which the real elements of welfare are secured. The activities involved in the production and use of wealth are of vital importance to every community, local or national. A very large part of the work of government is for the regulation of these activities and for the protection of the citizen in his property rights. The wealth-getting and wealth-using activities also impose heavy responsibilities upon the citizen.

*Means by which the community provides for the production and use of wealth.*—The following paragraphs suggest a few of the important aspects of the subject that may be investigated with profit.

1. *The dependence of the citizen upon others for the wealth he uses.*—The interdependence of individuals is nowhere so clearly shown as in the wealth-getting and wealth-using activities of a community, whether the community be local, national, or world-wide. This world-wide interdependence is vividly shown by the effects of the European war.

Make a list of the workers engaged in providing you with bread, from the raising of the grain to the placing of the bread upon the table. Do the same for the salt with which you season your food, and the knife and fork with which you eat it; for the coat or dress which you wear; for the furniture in your home or the house in which you live; for the books that you use in school. Name as many groups of workers as possible who have contributed to the protection of your health; to providing you with a concert or a theatrical performance. In these studies do not forget such ramifications of industry as transportation, the engineers who build bridges, the scientists who discover natural laws.

A concrete study of this kind will give the pupil a vivid picture of the multiplicity of occupations in their relations to each other. But the chief point of emphasis at this time is the magnitude and variety of service by which a living is provided for the humblest citizen in return for his individual effort.

Conversely, there is the implied obligation of each individual to contribute effectively to the extent of his ability to the living of all these who serve him. Each worker is primarily concerned with what he *gets* for his work; the community is especially concerned about what he *gives*. All this implies the necessity for cooperation.

2. *Cooperation and division of labor.*—Observe how the occupations of your household are distributed among the members of the family. Study a factory in your community (perhaps one in which a member of your family is employed) to discover how the work of producing a given article is divided among the various groups of workmen. What is the purpose of this "division of labor"? Show how each is dependent upon all the others. Discuss the advantages and disadvantages of such division of labor, from the point of view of the workman and from that of the employer. What is the work of the "manager," or "superintendent," or "boss"? Why is he necessary? What should be the relations between the manager and the workmen? Where does the money come from with which to build the plant, provide the machinery, and pay wages? Explain "capital." Show the interdependence of those

who furnish the capital and those who furnish the labor. "The mutual object of both is to produce the best possible article at the lowest possible price, in order to place it within reach of the greatest possible number of purchasers." (Note the obligation of both to regard the rights of the user of the article.)

Show how the factory just studied is dependent upon other industries and occupations in your own community; upon industries and occupations in other parts of the country or of the world.

Investigate the communicating system in a large factory or store and show its importance as a means of securing cooperation. From the same point of view, discuss the means of communication and transportation in the community and in the nation and in the world.

3. *Effects of industrial development upon community life.*—Starting with the large degree of self-dependence existing in a pioneer family or community, show how the differentiation of occupations has taken place. The simpler facts of the "industrial revolution" may be brought out, to show the effects of the invention of machinery and the use of steam. Note especially the growth of the factory system and its effects upon the division of labor, the relations between labor and capital, and the growth of cities, with their complex problems of social life and government.

4. *Distribution of wealth.*—This subject, from the standpoint of economics, is too difficult for systematic treatment in this course. It may be shown, however, that where there are such interdependence and cooperation among those who furnish the capital and those who furnish the labor, and among manufacturers, merchants, and transporters, there should be some equitable distribution of the proceeds of the combined service to the community. A simple explanation may be made (without too technical discussion) of wages, salaries, profits, dividends, interest, rent. This may involve a simple discussion, based on observation and published studies, of "a living wage," "standards of living," "family budgets," etc.

5. *Saving.*—A highly important topic. It may include such items as the following: Duty of providing for a "rainy day," and for the safety and comfort of the family. Economy in personal habits, in the household, and in business management. Methods and means of systematic saving. Saving by investment. Capital the result of saving. Economy through efficiency. Conservation of natural resources. Economy in government.

The topics here given are only suggestive of the lines of inquiry and of the point of view and method, appropriate to this course. Many others are excluded for lack of space. But in a course in community civics especial emphasis should be given to—

6. *What the Government does to regulate activities relating to the production and enjoyment of wealth.*—Protection of property and property rights. The economic causes for the establishment of the Federal Government in 1787.

The conservation of natural resources.

Regulation of commerce, State and interstate, and foreign.

Providing money. The purpose of money as a measure of value and a means of exchange.

Establishment and regulation of banks. Maintaining credit.

Regulation of corporations and trusts.

Departments of Agriculture, Commerce, and Labor.

Regulation of labor of women and children.

Regulation of conditions of work.

Regulation of immigration.

Standardization of weights and measures.

The subject of taxation is left for treatment in connection with Topic XIII—How Governmental Agencies are Financed.

The following are some of the agencies that might be considered:

#### LIST OF AGENCIES.

Industries and occupations of the **community**. Study them with reference to the wants they satisfy or the service **they perform**.

Raw materials used in these industries. Sources.

Natural resources of your immediate community.

Conservation of natural resources.

Light and power for industrial uses.

Transportation facilities. (See also topic Transportation.)

Capital: Nature of the capital used in—

Farming in your locality.

A large factory.

A street railway.

A mercantile establishment.

A bank.

Labor supply: Kind, abundance, permanence, reliability.

Voluntary organizations aiding industry:

Labor unions.

Boards of trade, chambers of commerce.

Associations of manufacturers, merchants, professional men.

Employment bureaus.

For saving:

Banks—school banks, savings banks, postal savings.

Homestead and loan associations.

Insurance—life, accident, fire.

Opportunities for investment.

Government control:

Federal departments, bureaus, commissions, etc.

Treasury, Agriculture, Commerce, Labor, Interior, Interstate Commerce Commission, etc.

Consular system.

Federal employment bureaus.

Federal Reserve Board.

Federal legislation (consider the legislation of the present or last session of Congress).

State bureaus and commissions.

Agriculture, labor, highways, etc.

Employment bureaus.

State universities, agricultural and technical schools.

State legislation:

Wage laws, accident liability, labor of women and children, working conditions.

*Responsibility of the citizen.*—The foregoing study should have impressed the pupil with the obligation resting upon every individual to be self-sustaining by his own work and to participate efficiently in the economic work of the world. Through the study of this topic, together with that of education, he should be impressed with the necessity of choosing a vocation wisely and of adequate preparation

for it. He may have been impressed also with inequalities and apparent injustices in the distribution of wealth, responsibility for which is often hard to place. The very difficulty of the problem places upon the good citizen the obligation of trying to understand it and to contribute all in his power to the removal of causes of injustice.

The business and industrial relations of the world are founded largely upon confidence. This is the basis of credit. Inefficiency or dishonesty in one employee or in one employer tends to undermine confidence in all employees and employers. Give examples (e. g., careless engineers, absconding bankers, etc.).

Opportunity for the highest possible type of good citizenship is more abundant in business than in almost any other department of life, partly because business occupies so large a portion of the citizen's attention and time, but also because real devotion to the public welfare so often demands large sacrifices of apparent personal interests.

#### TOPIC VII.—COMMUNICATION.

*Approach to the topic.*—The battle of New Orleans was fought after the conclusion of the War of 1812 because the news of peace had not reached Gen. Jackson. One cause of disunion among the American colonies and in the Confederation was the lack of means of communication.

A number of ships are steaming their way across the ocean, hundreds of miles apart, with different destinations, each unmindful of the others. A fire breaks out on one of them, and a wireless call for help is sent out. Immediately all these widely separated vessels unite in one purpose and hasten to the support of their sister ship in danger. United sympathies, united purpose, united action depend on adequate means of communication.

The manager of a great business keeps in touch with every detail and directs every department of his establishment, and even of branches in distant cities, without leaving his desk. The commanders of the armies of Europe are in personal touch with every portion of a battle front a hundred miles long. Business and social life have been revolutionized by the development of means of rapid communication.

Rapid communication enables a nation as extensive as ours to concentrate its thought and purpose upon one thing at the same instant. Compare with China in this respect. The President proclaims a statement of principles in defense of American rights. The next morning the voice of the whole Nation is heard through the newspapers, pledging support to its Chief Executive.

How out of touch one feels with the world, in these days, until the newspaper is brought in from the front step; and how much a part

of it, even in the mountain camp, when the mail arrives or if there is telephonic communication.

With an appreciation of the significance of adequate means of communication in the life of the community stimulated by such examples, which might be multiplied indefinitely, attention may be directed to a concrete study of the actual means of communication in your community and in the nation as a whole. Their historical development makes an interesting story. Consider the extent to which Government control is exercised in each case, and whether it is the local, State, or National Government. An extreme case of such governmental control may be seen in the censorship of news in war time.

*Means by which communication is maintained.*—Make comparisons between present and past times with reference to means of communication. Discuss the binding together of the component families of a community, of business houses, of the home with the place of business, of the home with the doctor, with the police, with the fire department, etc., by means of the telephone. Also how the farmer's life is no longer one of isolation, because of the telephone, the rural mail delivery, the automobile, and the electric line; how the city and the surrounding country are united into a single community by the same means. Note how lines of communication radiate from your community to every other community in the State and in the Nation, thus binding all into large communities.

#### LIST OF AGENCIES.

Postal service.	Lectures, sermons, Chautauquas, etc.
Telegraph.	Public discussion:
Ocean cables.	Town meeting, county court days,
Wireless.	fairs, etc.
Telephone.	The corner grocery.
The press:	Clubs.
Newspapers.	Social centers.
Magazines, periodicals, etc.	
Books, libraries, etc.	
Reports issued by Government and by voluntary organizations.	

*Responsibility of the citizen.*—Cooperation with postal authorities calls for care in addressing envelopes.

A visit to a telephone exchange will impress the class with the demands for patience placed upon telephone operators and the necessity for corresponding courtesy and consideration in using the telephone.

The process by which public opinion is formed may be discussed in some of its aspects with profit. The necessity for reliable information as a basis for judgment, and the harm done by the dissemination of

false or unverified rumors may lead to a discussion of the responsibility of newspapers and newspaper reporters for the correct presentation of facts.

### TOPIC VIII.—TRANSPORTATION.

*Approach to the topic.*—Possibly a “good-roads movement,” or an important street improvement, or an unusually bad condition of roads or streets exists in your community and would serve as a means of approach to the general subject. It is important to relate this topic “Transportation,” as also that of “Communication,” to the various elements of welfare that have been studied. Easy and rapid communication and transportation increase certain dangers as well as bring new advantages; as, for example, in the spread of disease.

It is easy to make vivid the importance of the city street and of the country highways. Practically all foodstuffs and raw materials must pass, at some stage, over country roads. Think, then, of the obstacles to life presented by bad roads. The subject may be approached interestingly by an account of the difficulties of travel and transportation in the early days of our national history, or in the days of settlement of the immediate locality in which the pupils live. (See McMaster's History of the People of the United States.)

*Means of transportation.*—A study of the country highways or of the city streets may be made in the concrete. The following is a lesson plan on country roads, submitted by Prof. J. F. Smith, of Berea College, Kentucky. In this study numerous photographs were used, walks were taken over good and bad roads, and the pupils and teacher actually did a piece of road work.

Study and report on condition of roads in the community. Draw a map of the community, indicating roads. Which are dirt roads, rocky roads, other kinds? Which are well graded, well crowned? Note side ditches; are they adequate? Note culverts and bridges. Estimate miles of road in the community, public and private.

Study road-making material in the community. Note places where limestone is found; sandstone, slate, gravel. Are these materials accessible?

Find out cost of hauling in the community. Consult wagoners and learn charges per hundred pounds for freight and farm produce. Can farmers afford to market produce at present cost of cartage? Find out how much freight is hauled into the community annually and compute amount paid for this. How long will wagon and set of harness last on the roads? How long on good roads? Difference in cost for 10 years. How much could people who buy supplies afford to spend on road upkeep each year in order to cut down freight rates?

Compare cost of hauling here with cost in European countries where the best roads exist. What overtax do the people have to pay? Note that this overtax is in the form of higher prices for household necessities and in smaller profits for farm produce.

*Road building.*—Determine kind of road; the location; grades; how grades affect the haul; the drainage—level and steep roads, side ditches, culverts, subdrainage, crown; actual construction—tools, funds, means employed.

*Road maintenance.*—Kind of material to use; regular attention necessary; the tools.

*What good roads mean to a community.*—The economic problem. How they enhance the value of land. Means of communication. Better social life.

The history of the development of roads, canals, and railways in your State and in the Nation, in its relation to the growth of community spirit and cooperation, will be fruitful. What effect did the steam railway have upon the development of canals? Why? Show how the Panama Canal tends to unite our Nation more firmly. Study the problems of rapid transportation in cities and their relation to various phases of city life. Also the effects of the parcel post and of electric interurban lines on the welfare of farmers and city dwellers. Make a comprehensive study of the work of the Federal Government in promoting and safeguarding transportation. The Ship Purchase Bill and the Government ownership of railways and of street railway lines afford material for discussion and debate.

## LIST OF AGENCIES.

## Roads:

- Toll-road companies (now rare).
- Voluntary organizations to promote good roads.
- Government control—
  - County and town.
  - State (highway commissions, etc.).
  - National—
    - Department of Agriculture (Office of Public Roads).
    - Post Office Department (rural delivery).

## Streets:

- City government, street department.

## Bridges:

- City, county, State, National.

## Natural waterways: Rivers, lakes, ocean.

- State bureaus and commissions.

## National—

- Department of Commerce (Coast Survey, Bureau of Navigation, Bureau of Lighthouses).
- Department of the Treasury (life-saving stations).
- Department of War (river and harbor improvement).
- Department of Agriculture (Weather Bureau).
- International Waterways Commission.
- Interstate Commerce Commission.

## Canals:

- Private companies.
- State control.
- National (Panama, Sault Ste. Marie, etc.).

## Railroads:

- Private corporations.
- State (railway or public-service commissions).
- National (Interstate Commerce Commission).

## Electric railways:

- Urban—surface, elevated, subway.
- Interurban—
  - Private corporations.
  - City governments (franchises, commissions).
  - State governments (public-service commissions).
  - National (Interstate Commerce Commission).

## Post Office Department (parcel post).

## Express companies.

## Local transfer companies, cab lines, jitney lines, etc.

## Steamship and other navigation lines.

*Responsibility of the citizen.*—In many localities farmers are required to work a certain number of days every year on the roads. If a county employs an expert engineer to construct and improve roads and the work is done by paid laborers, is the farmer relieved of his responsibility as well as of the necessity of working on the roads? In what ways, if any, is the citizen of a city responsible for the condition of the streets? Consider the blocking of sidewalks with merchandise, etc.; the blocking of traffic in the streets, endangering pedestrians at street crossings, etc. If a citizen wants his street improved, what is the process by which it may be accomplished? If a person is injured by falling into an open manhole in the sidewalk, or by falling on a defective sidewalk, or on the ice of an uncleaned sidewalk, who is responsible? From whom may damages be collected, if at all?

#### TOPIC IX.—MIGRATION.

*Approach to the topic.*—How many of the pupils in the class were born in the community where they are now going to school? How many of their parents have lived in one place all their lives? How many times have they moved from one community to another? What have been the reasons for moving from one place to another? Migration is no unusual thing. The motives that lead to it consist of the desire to secure one or other of the elements of welfare. The motives that bring foreigners to America are the same as those that have led to the settlement of the West, or the early colonization of America, or the movement of a family from one town to another, or from the country to the city; except that the desire for political and religious freedom have played a more important part in immigration than in the ordinary movements from place to place within this country.

The topic "Migration" should be clearly related to the other topics that have preceded. It follows naturally after a consideration of "Transportation"; but in the causes that lead to it it is related definitely to the elements of welfare that are the subject of this entire course.

*Problems for study.*—The direct study of this topic might begin with the growth of the community in which the pupil lives. Where did the original settlers come from? What was the chief purpose in founding the community? What were the means by which the settlers came? Note the growth of the community by decades. What causes led to more rapid growth at some periods than at others? Is the community growing rapidly or steadily now? How much of the increase in population is due to the birth rate and how much to immigration from other communities? What per cent of the population is from foreign countries?

In some rural communities a decrease in population may be discovered. If so, to what is this due? Where have the emigrants gone?

The broader problem of movements of population in different parts of the country may be taken up. The movement from country to city. The movement from city to country. The movement from one part of the country to another. In what sections is the movement toward the cities most marked? Where is the movement toward the

country more noticeable? What sections of the country seem to be decreasing in population? What sections are growing most rapidly?

*Foreign immigration.*—How many immigrants have come to this country during the last ten years? From what countries have they come? Compare the sources of immigration now with those of 25 years ago. Where do these immigrants settle? Compare the number who settle in cities with the number who go to rural districts. What labor problems have developed in your own community from the influx of immigrants in large numbers? Study at some length the immigrant problems of the country as a whole. What is being done to distribute the immigrants in the sections of the country where they are most needed, and where they will probably be most successful? Discuss the problem of assimilation. What is the opportunity of a public school in this respect, and how is the school meeting its opportunity?

Study the regulation of immigration. What is the tendency with reference to further restriction? Discuss the facts relating to naturalization. What rights have aliens in this country? What methods have been adopted for the civic education of immigrants? Are these methods effective?

The following are some of the agencies that have more or less influence on migration:

#### LIST OF AGENCIES.

Federal Bureau of Immigration and inspection service.

Federal Bureau of Naturalization.

State departments of labor and employment bureaus.

Steamship companies.

Railroad companies.

Corporation labor agents.

Colonization societies.

Immigration societies and other voluntary organizations in the interest of immigrants.

Chambers of commerce and similar organizations that seek to induce industries to establish themselves in cities.

Wheat growers' associations, agricultural exhibits, county and State fairs, etc.

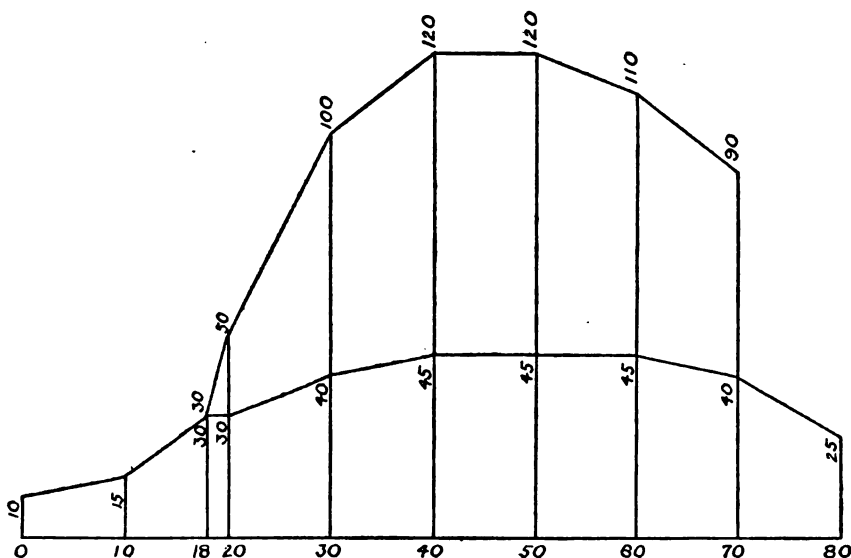
*Responsibility of the citizen.*—Where there are immigrant children or the children of immigrants in the classes, the responsibility of the school, including teachers and pupils, for the comfort and happiness and "assimilation" of these new Americans is great and immediate. Every citizen has opportunities to show to those who have recently come to our country a kindness, consideration, and respect for their ways, that will make them well disposed toward us and our institutions.

To help acquire a sympathetic understanding of the immigrant, it will be profitable for pupils, as well as teachers, to read such books as Mary Antin's "The Promised Land;" E. A. Steiner's "On the Trail of the Immigrant" and "The Immigrant Tide;" and Jacob Riis' "The Making of an American."

#### TOPIC X.—CHARITIES.

*Approach to the topic.*—The term charities has come to include not only the care of those who are dependent, but also the efforts of society to reduce the causes of dependence. The class should see that every

person is supported by other people during at least a part of his lifetime, and that many people become dependent upon society through no fault of their own. This fundamental conception can be brought out clearly by means of a graph showing the comparative earnings and expenditures of an individual at various periods in life. Such a graph is shown below:



The figures on the base line represent the *age* of the individual. The figures on the two curves represent *dollars per month*. The lower curve represents the *monthly cost of maintenance* of the individual (not including that of others dependent upon him). The upper curve represents his *monthly earnings*, which are supposed, in this case, to begin at the age of 18 and to end 10 years before his death.

From this graph it may be seen that an individual must earn during a part of his life a great deal more than he spends during that period if he is to be regarded as self-supporting during his entire life. Before he becomes self-supporting, it is evident that he must be supported by others. The question may now be raised as to who is called upon to support a child whose parents die, or an old person who has been unable to save during the prime of life and has no children living who can support him. How far does the legal responsibility of those who are next of kin extend? Does the moral responsibility extend further than the legal responsibility?

Note the relation of this subject to preceding topics in the course. Charities are necessitated by the inability or the failure of some individuals to secure for themselves the elements of welfare, either because of defects or inefficiency on their own part, or because of imperfections in social organization.

*Causes of dependency.*—Obtain from the class all the causes of which they can think which make people dependent. After the class has

worked upon the problem, these causes may be classified somewhat as follows:

1. Lack of employment.
2. Insufficient wages.
3. Lack of skill.
4. Sickness.
5. Physical defects, such as blindness, deafness, etc.
6. Accidents.
7. Loss of breadwinner by death, desertion, imprisonment.
8. Intemperance.
9. Shiftlessness or the desire to avoid work.
10. Mental defects.

*Means by which the community seeks to make more people self-supporting, and to provide for the dependent.*—The agencies relating to each of the causes of dependency mentioned above may be studied somewhat as follows:

What is being done in your community to gather information regarding causes of unemployment? Study employment bureaus and their methods, public and private. What kind of vocational guidance is provided by the schools and otherwise?

What are the causes of insufficient wages? What constitutes a living wage? Discuss minimum wage laws.

What means are being adopted to overcome lack of skill? Investigate apprenticeship in your community. What is being done for vocational training in the schools? In factories?

What is being done to provide better conditions for work, from the standpoint of health? To provide better living conditions? What are the chief dangers to health in the industries of your community?

Gather statistics regarding the extent of blindness, deafness, and other physical defects in your community. Have the schools of your community been inspected to discover the extent of such defects among school children? If so, to what extent are they prevalent? To what extent are such defects preventable? What steps have been taken to prevent them?

What is being done in your community to prevent industrial accidents? Discuss, with illustrations where possible, safety devices in use in mines, in transportation, in factories. Look up the subject of workmen's compensation laws.

What are the chief causes that bring breadwinners to prison? What is being done to remove these causes? What is being done toward having a part of the earnings of prisoners go to the support of their families?

To what extent is poverty due to intemperance? To what extent is intemperance due to bad living conditions and overwork? To lack of proper recreation facilities?

Discuss the question of indiscriminate almsgiving.

What is being done in the schools for mentally backward children?

*Relief of dependents.*—In the discussion of relief for those who are now dependent, distinction should be made between outdoor and indoor relief. How and to whom does your community give outdoor relief? What institutions are there in your community for the care of dependents? What institutions are there in the State or Nation to which dependents from your community may be sent? The following questions are only suggestions:

*Institutions for orphans.*—To what extent do they provide a home atmosphere? What could be done to improve them in this respect? Do they offer education and training that will make the children independent when they leave? Do the children have adequate playgrounds? Are many of the children taken from the institutions to be adopted? Report on methods used in placing children in families.

*Hospitals.*—Do people generally get better care at a hospital than at home? Why? What people should pay for their care at a hospital? Are there free beds? By whom and for whom established? Is it desirable for a small community to have a hospital of its own? Why? Why are ambulances necessary? What provision is made for the immediate care of emergency cases?

*Homes for the aged.*—Are there homes in your community for the care of the aged of certain denominations, professions, fraternal orders, or other special groups? What provision does the town make for old people who are not provided for by any of these special institutions? Are some old people "boarded out" instead of being maintained in an institution or "poor farm?" What are the relative advantages of the two methods? What names are now used instead of the term "poorhouse?" Why?

*Care of the crippled.*—Do the railroads or other industries attempt to provide employment for those who are crippled in their service? If not, do they give compensation to those who are crippled in their employ? Investigate the question of employer's liability.

*Those who ask for aid.*—Do you ever have anyone come to your door to ask for food or lodging? How can you find out whether such a person would be benefited by receiving the thing for which he asks? Have you a charity organization society or any other society whose business it is to investigate the needs of those who ask for aid? Make a report on the methods and purposes of a charity organization society. How may churches and individuals cooperate with the charity organization society? Do you have any street beggars in your community? Can you find out how much some of these people make by their begging? If they have pencils or shoestrings for sale, does this remove them from the beggar class? Is a person who has a first-class hurdy-gurdy a beggar? Why?

Some of the important agencies under this topic have been referred to above:

#### LIST OF AGENCIES.

- Local and State institutions for dependents and defectives.
- City and State departments of charities.
- Charity organization societies.
- Voluntary charitable organizations.
- Churches.
- Fraternal organizations.
- Settlements.
- Relief and social service departments of business corporations.
- Schools of philanthropy.
- Philanthropic foundations.
- Labor unions.
- Employment bureaus.

*Responsibility of the citizen.*—The danger of indiscriminate giving that only pauperizes the recipient should be impressed on the pupils. On the other hand, the duty to join actively with those forces that are trying to attack these problems constructively should be as emphatically presented.

The following books will be of assistance in acquiring an understanding of the problems of charities:

Reeder: *How Two Hundred Children Live and Learn.*

Flint: *Tramping with Tramps.*

Devine: *The Practice of Charity.*

Richmond: *The Good Neighbor.*

*Friendly Visiting Among the Poor.*

Conyngton: *How to Help.*

The *Survey* is an invaluable weekly periodical.

#### TOPIC XI.—CORRECTION.

*Approach to the topic.*—The study of community civics to this point should have made clear the necessity for order in the community. That is, there must be rules and regulations to which all must conform, if community life is to run smoothly, and if the interests of each citizen are to be safeguarded.

If a few people want to pass a given point at the same time, it is usually accomplished in perfect order (if the people are polite) by observing common rules of etiquette. In a crowded thoroughfare, rules of etiquette are hardly sufficient, and it becomes necessary to have regulations which may be enforced by the traffic policeman. He simply represents the interests of the whole community, as against possible selfish interests of individuals. Freedom of movement in a crowded street can only be secured if all traffic conforms to the regulations. Liberty does not mean the right to do absolutely as one pleases; for if A does absolutely as he pleases, he may prevent B from doing what he pleases. Only by yielding somewhat, each to the other, can either have a maximum of freedom. A free community is one in which a maximum of liberty is secured to all members.

This idea may be illustrated by the rules which control a ball game, in which each individual must in a measure merge his identity and his will into those of the team as a whole. It may also be illustrated by the rules of order in a business meeting; or by the written or unwritten regulations for the control of a school. So in every phase of community life studied in this course, the necessity for order must have become apparent. It may be well to review briefly, from this point of view, some of the preceding topics, such as health, protection of property, accident prevention.

There are always some, however, who for one reason or another do not conform to the rules which the community as a whole has agreed upon. Such individuals or groups of individuals are a source of disorder and threaten the rights of others. The question therefore arises, What should the community do with such individuals?

The old rule, "An eye for an eye; a tooth for a tooth," represents the ancient attitude of the community toward the offender. Ven-

geance must be had. Not only must punishment be given, but punishment in kind—and a little worse, if anything, than the original offense. Until very recently the idea of punishment predominated in the treatment of offenders against the order of the community. (Let the pupils investigate the punishment of criminals in colonial times, for example.)

Punishment still holds a prominent place in the treatment of offenders against the law; but the tendency now is more and more to try to transform the offender into an orderly and efficient member of the community. Punishment may still be necessary in many cases, but it is losing its vengeful character and is becoming more and more correctional and preventive.

*Means of correction.*—With an understanding of the attitude toward offenders against law and order (criminals and delinquents) described above, the object should now be to discover the means by which and the extent to which the local community, the State, and the Nation are seeking to prevent crime and to make useful citizens out of those who would otherwise be obstacles to individual and community welfare. Such topics as the following may be worked out:

What policy is followed in the treatment of offenders against the order of your school? To what extent is corporal punishment practiced? Under what conditions is it justifiable? Are there special classes or schools for chronic offenders or "incorrigibles" in your school system? How does the treatment of pupils in such classes or schools differ from that in regular classes? How far does this difference in treatment imply something wrong with the regular school methods rather than with the offending pupils themselves? Discuss pupil participation in school government in its relation to school discipline.

What is likely to be the effect of treating a youthful first offender as if he were a real criminal? Discuss the evils of imprisonment of such youthful offenders along with older criminals and of subjecting them to public trial in open court. What means have been adopted in your community to prevent first offenders from continuing a criminal course? Is your community doing as much as other communities in this respect? What relation have compulsory school-attendance regulations to the prevention of delinquency?

What are the principal causes of crime in your local community and State? To what extent are they inherent in the individual criminal; to what extent in existing social conditions? What are your local community and your State doing to remove both kinds of causes?

To what extent is the treatment of prisoners in the local jails and State prisons punitive and to what extent correctional? In what ways should the conditions in your local jails be improved?

#### LIST OF AGENCIES.

Rules and laws:  
 School regulations.  
 Local ordinances.  
 State laws.  
 National laws.

Agencies for law enforcement:

- Machinery of school administration and discipline.
- Parental, truant, and special schools.
- Reform schools and reformatories.
- Jails and prisons.
- Labor colonies.
- Juvenile courts.
- Courts for adults.
- Probation and parole.
- Prison-reform associations.

*Responsibility of the citizen.*—Obtain copies of the local ordinances that are most often broken, such as those relating to playing ball on the street, throwing snowballs, care of rubbish, or regulation of traffic. Let the class study these, explain their meaning, and find out exactly how they may help in the enforcement of these laws.

The good citizen will be careful to take the right attitude toward those who are accused of having broken the law. In the first place he will not jump to the conclusion that a person is guilty until he has been proven so. In the second place he will be anxious to understand the causes or motives that have led to the wrongdoing and, although he may not condone the wrongdoing, he will be charitable in his judgment; and, finally, in his attitude toward any who have served imprisonment he will be willing to give a helping hand.

## TOPIC XII.—HOW GOVERNMENTAL AGENCIES ARE CONDUCTED.

*Approach to the topic.*—Throughout the course that has preceded, constant reference has been made to the part played by governmental agencies—local, State, and National—in securing to the citizens of communities the various elements of welfare. It is now time to organize the pupils' knowledge of these agencies more systematically. Time will probably not permit an exhaustive technical study of the mechanism of government in all its detail; nor, indeed, is such study desirable in this course. The aims should rather be to fix the conception of government as a means by which the entire community may cooperate; to show how the citizens do cooperate in the work of governing; to leave with the pupil a clear view of the essential functions of government and a broad knowledge of the main features of its organization; and to stimulate a desire to know more about it. The changing character of our Government to meet new conditions should be emphasized.

*Means by which the community governs itself.*—After reviewing, on the basis of the preceding topics, the necessity and purposes of government, the following topics relating to the organization and methods of self-government may be studied briefly:

## LIST OF AGENCIES.

*Direct self-government.*—The town meeting. National and State constitutions as representing the direct will of the people. Recent development of the initiative, referendum, and recall.

*Representative self-government.*—Reasons for. Methods of representation. Proportional representation.

*Division of governing powers.*—Local, State, National. Reason for such division. Relations between State and local; between State and National.

*Separation of powers.*—Legislative, executive, judicial. Reasons for. Degree of separation in National, State, county, and city governments. Checks and balances.

*Selection of representatives.*—The suffrage. Nominations: Conventions, direct primaries, preferential primaries. Elections; Party system, short ballot. The civil service, civil service reform, machine politics.

*General organization of government.*—Local (township, county, village, or city), State, National.

*Responsibility of the citizen.*—Responsibility of voters; of nonvoters. Civic education. Difference between education for public service as a career and the civic education of the lay citizen. See Part I, p. 16, for distinction between the responsibility of the citizen and that of the official as such. The necessity for obedience from the point of view of government as a means of cooperation. Responsibility for business methods in government.

## TOPIC XIII.—HOW GOVERNMENTAL AGENCIES ARE FINANCED.

*Approach to the topic.*—The governmental agencies which protect the rights of the citizen and maintain order in the community cost a great deal. They must be paid for by the people, whose interests they serve. The following topics may be investigated:

## LIST OF AGENCIES.

Sources of revenue.

Methods of taxation:

Budget making.

Appropriations.

Assessment.

Equalization.

Exemptions.

Imports and excises.

Methods of checking expenditures:

Reports.

Audits.

Budget exhibits.

Methods of borrowing money.

*Responsibility of the citizen.*—The subjects of evasion of taxes, extravagance and inefficiency in the expenditure of the people's money, and ignorance on the part of citizens regarding the way in which their money is spent and the returns they are getting for it, are among those that may be discussed.

**TOPIC XIV.—HOW VOLUNTARY AGENCIES ARE CONDUCTED AND FINANCED.**

So much money is spent and so much community service is performed by voluntary agencies that it is worth while to examine the methods by which typical agencies of this kind are organized, conducted, and financed. Voluntary agencies are so numerous that it is impossible to give a comprehensive list, but such as the following are typical and worthy of study:

**LIST OF AGENCIES.**

A private hospital.	A child-labor organization.
A playground association.	A humane society.
A church.	A bureau of municipal research.
A charity organization society.	A consumers' league.
A social settlement.	A local newspaper.
A board of trade or chamber of commerce.	

*Responsibility of the citizen.*—Not only the question of the responsibility of the citizen for cooperation with worthy voluntary agencies may be discussed, but also such questions as whether these organizations have a similar obligation to that of governmental agencies for economy and efficiency, and for accounting to the public for work accomplished and money spent.

## **PART III.**

### **BIBLIOGRAPHICAL SUGGESTIONS.**

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#### **TEXTBOOKS.**

It has been attempted in this manual to explain the scope and method of community civics. It is clear that the object of study is the real community and the real relations of each citizen to his own community life. Nevertheless, a textbook in the hands of the class will be invaluable, provided it is of the right kind and is used in the right way.

A textbook should not be selected nor used merely as a reservoir of facts for the pupil's study. Its primary purpose should be to guide the pupil in his search for, and observation of, the facts of his own community life, to help him to organize his knowledge, and to interpret the facts and relations which he discovers outside of the book. It should help and not hinder teacher and pupils to maintain the point of view and spirit of community civics and, somewhat paradoxically, direct attention away from the book itself. Textbooks that approximate this ideal are not numerous, but the considerations mentioned should be among those that determine a selection.

#### **SOURCE MATERIALS.**

The kind of facts needed are concrete and particular facts about the community which the class is studying. A good deal of such information can be gathered by direct observation and by inquiry of parents and acquaintances. But, manifestly, information gathered by this means alone would be incomplete, superficial, and inaccurate.

The most useful sources of information and material regarding the local community are the local newspapers, reports issued by the various departments of the local government, and reports of local voluntary agencies, such as boards of trade, charitable and civic organizations, bureaus of municipal research, etc. In many communities there are local histories and publications by local historical societies. Such material is usually poorly organized for the uses of community civics, but it affords important data to be woven into the work of the class.

For corresponding data relating to the State or national communities there are reports and bulletins issued by States and the National

Government; also newspapers and periodicals, and the reports and other publications of voluntary organizations of State-wide or national scope.

Many of the weekly and monthly periodicals contain appropriate material. The following list is representative:

The American City. Monthly. 87 Nassau Street, New York, \$2 a year. Both a city edition and a town and county edition are issued each month.

The Survey. Weekly. 105 East Twenty-second Street, New York, \$3 a year.

The World's Work. Monthly. Garden City, New York, \$3 a year.

Literary Digest. Weekly. 354 Fourth Avenue, New York, \$3 a year.

Current Opinion. Monthly. 134 West Twenty-ninth Street, New York, \$3 a year.

The Outlook. Weekly. 105 East Twenty-second Street, New York, \$3 a year.

Newark, N. J., has set an example in the publication of material relating to local history and civic life for the use of the schools. This has been done through the cooperation of the public library and the school board. (See "The Study of a City in the Schools of that City," by J. C. Dana, Pedagogical Seminary, 18:329-335.) Other communities are doing similar work through other agencies. It will often be found possible to enlist the cooperation of libraries and other agencies outside of the schools in preparing and publishing valuable material of this kind.

#### REFERENCE TEXTS.

There should be available for reference in every class copies of various standard texts on civics or government other than the one in regular use by the class. Such books are numerous and varied in kind. Some relate particularly to city problems and government; others treat principally of the National Government. Many of them deal chiefly with the organization and operations of government. Some of the more recent subordinate such information to a discussion of civic and social problems. It is not intended in community civics that the mechanism of government be entered into in great detail, but it is sometimes necessary to trace out such facts.

Further, it is always desirable to compare the point of view of different authors and to compare what actually exists in the pupils' community with what various authors think ought to exist or with what does exist in other communities.

It should always be the effort, however, to treat such book information as supplementary to first-hand information acquired by observation or from original sources.

For the teacher who wishes to ground herself more thoroughly in the theory and practice of government in its various aspects, or in economic and social problems, there is an abundance of literature of both general and special character. The more of such literature the teacher of civics can master, the better will she be prepared profes-

sionally for her work. But these treatises on various phases of political science, economics, and sociology have little direct bearing on the methods of community civics. It has therefore not seemed appropriate to append to this manual a list of such titles.

Of even greater importance than these, to the teacher of community civics, are books and articles dealing directly with the several topics treated in Part II of this manual—public health, charities, immigration, good roads, conservation, etc. Some of this literature is also adapted for reference by children. It has not been possible to prepare a selected list of references relating to the topics of Part II in time for publication in this manual. Such references may be found in some of the textbooks. It is hoped that a special committee will soon prepare for publication a comprehensive bibliography for the guidance of high-school teachers of the social studies. Meanwhile, it is suggested that for titles not available through libraries and other local channels teachers write to their State universities or State libraries with as definite a statement as possible as to the kind of material wanted.

### LABORATORY MATERIAL.

It is desirable to assemble a permanent collection of working material, which may be augmented and revised from year to year by the work of successive classes. Such laboratory material may include:

*Laws and ordinances.*—Federal and State constitutions; city charter, and charters of other cities; State laws and city ordinances.

*Reports and documents.*—Town reports; mayors' messages and reports; reports of municipal departments; reports and bulletins of National and State Governments; reports of voluntary organizations.

*Specimen forms.*—Licenses, permits, contracts, franchises, tax-assessment lists, tax receipts, ballots, petitions, etc. Also forms used by voluntary agencies.

*Plans and models.*—Showing present or proposed public works, such as city plans: park, boulevard, and street improvements; model tenements; docks; water and sewage plants; street lighting; grade-crossing improvements; public buildings.

*Maps.*—Maps should be made and used freely. Inexpensive outline maps of the city, town, or county should be used for marking in various features, such as traction lines; grade and elevated railroad crossings; fire-alarm boxes; school buildings; playgrounds; parks; industrial sections; and any other features that can be shown on maps. Maps of the State may be used in a similar manner to show transportation lines, industrial centers, location of State institutions, etc.

*Pictures and lantern slides.*—Lantern slides representing civic activities, industrial activities, city plans, public buildings, etc., are extremely useful. Loan collections of slides are to be had at very slight expense. The American Civic Association, Union Trust Building, Washington, D. C., has a large number of slides covering a wide range of subjects, the use of which may be secured at nominal cost. State universities sometimes make available collections of slides. Collections of photographs and illustrations clipped from periodicals for a comparison of different communities are also useful.

*Charts and graphs.*—Facts relating to many phases of civic life may be made vivid by the use of charts, graphs, diagrams, etc.

Pupils should make their own collections as far as possible. They may write letters of request to public officials, voluntary organizations, and business establishments for reports and other publications and illustrative material and acknowledge receipt of the same. If they can not bring in every magazine article that they see bearing on their work, they may at least furnish the references in correct form. They can make newspaper clippings, which should be classified and arranged in convenient form for reference. Pictures may be collected and arranged in the same way. Maps and charts may be made.

Exhibits may sometimes be prepared by the civics classes to which the entire school and parents may be invited. Such exhibits may represent comprehensively the civic life of a neighborhood or some one important phase of the civic life of the entire community. Pupils of the Harrison Technical High School, of Chicago, in cooperation with agencies outside of the school, recently prepared a neighborhood public health exhibit which was visited by 33,000 people in 10 days.

Many groups of picked boys and girls, with the aid of principal and teachers, got statistics and information downtown and at home about their neighborhood, enlarged maps, made diagrams, photographed institutions and lettered and mounted the panels, or served as guides and interpreters, ushers, and in features of the evening program, thus helping the school educate the surrounding community on its own public health conditions.

#### REFERENCES ON METHOD.

Community civics is a new subject with new methods. The literature on the subject is limited. The following references are given in the belief that they will be helpful to the teacher in acquiring the point of view, the spirit, and the method of the subject:

United States Bureau of Education:

Civic Education Series (mimeographed circulars)—

No. 1. Community civics: What it is.

No. 2. Training for citizenship: What it means.

Nos. 4-8. Abstract of the 1914 report of the N.E.A. committee on social studies, not otherwise published.

No. 8. Standards for judging civic education.

Annual Report of the United States Commissioner of Education, 1914, Ch. XVIII, "The trend of civic education," by Arthur W. Dunn. (Also reprinted in pamphlet form.)

Bulletin, 1915, No. 17, "Civic education in elementary schools as illustrated in Indianapolis," by Arthur W. Dunn.

Bulletin, 1913, No. 41, pages 16-27, Report of the Committee on Social Studies of the National Education Association, 1913.

Barnard, J. Lynn: The teaching of civics in elementary and secondary schools. Proceedings, National Education Association, 1913.

Barnard, J. Lynn: A practice school course in civics. *National Municipal Review*, Vol. I, No. 2.

Cabot, Ella Lyman, and others: A course in citizenship. Houghton Mifflin Co.

Dana, John Cotton: The study of a city in the schools of that city. *Pedagogical Seminary*, 18: 329-335.

- Dewey, John: Ethical principles underlying education. University of Chicago Press.
- Dunn, Arthur W.: Aims and methods. Introduction for teachers in *The Community and the Citizen* (revised edition). D. C. Heath & Co.
- Gillette, J. M.: An outline of social study for elementary schools. *American Journal of Sociology*, 19: 491-509.
- Goodwin, Frank P.: Why teach community civics? *Ohio Educational Monthly*, 59: 415-420.
- Hill, Mabel: The teaching of civics. Houghton Mifflin Co.
- Kendall, C. N., and Mirick, George A.: How to teach the fundamental subjects, ch. iv, "Civics." *In press*. Houghton Mifflin Co.
- King, Irving: Education for social efficiency. Appleton.  
The social aspects of education. Appleton.
- Lewis, W. D.: Democracy's high school. Houghton Mifflin Co.
- Orr, William: The high school and the civic spirit. *Journal of Pedagogy*, 18: 88-99.
- Sheppard, James J.: Municipal civics in elementary and high schools. *Journal of Education*, 71: 96-97, 102, 132-133.
- Yerkes, Helen K.: Civics in elementary schools. *Atlantic Educational Journal*, 7: 222-223, 300-301, 367-369.



# ADJUSTMENT BETWEEN KINDERGARTEN AND FIRST GRADE

INCLUDING A STUDY OF DOUBLE SESSIONS  
IN THE KINDERGARTEN

By **LUELLA A. PALMER**

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## LETTER OF TRANSMITTAL.

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, June 26, 1915.*

SIR: There are now in the United States nine thousand kindergartens, in which more than four hundred thousand children, mostly between the ages of 4 and 6, are taught according to the methods of the Froebel kindergarten, more or less modified to correspond to accepted principles of education and to American life and American forms of school organization. Most of the kindergartens are included in the public-school systems of cities and towns, and most of the kindergarten children later attend the public schools. One of the most persistent questions of the kindergarten is how to bring about a better adjustment between the kindergarten and the first grade of the school. This question has interest alike for kindergartners and teachers of primary grades in the schools, as well as for school officers responsible for the making of courses of study. To assist in answering this question, the accompanying manuscript has been prepared by Miss Luella A. Palmer, assistant director of kindergartens in the public schools of New York City. I recommend that it be published as a bulletin of the Bureau of Education for distribution among teachers, supervisors, and directors of kindergartens and primary schools and students of education.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The honorable the SECRETARY OF THE INTERIOR.

## ADJUSTMENT BETWEEN KINDERGARTEN AND FIRST GRADE.

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After years of trial and through alternate opposition and encouragement, the kindergarten has arrived at a point where it is considered an integral part of a complete educational system. It is felt to be a necessary gradual step in a child's development as he goes from the home into the institution which acquaints him with the larger social group.

The home and the kindergarten are sometimes felt to be more closely united than the kindergarten and the next grade of the school where the child begins the use of formal signs for language and number work. It is at about 6 years of age that most children appear to waken suddenly to the idea that a written sign has a meaning, a value in conveying thought. The rest of the mental life of the child at this time seems to be a gradual reorganization of widening experiences through the kindergarten and first-grade years. There should be no break between these two grades. Each should lead the child a step further along the path of education. As one step determines the starting point and general direction of the next and the second step advances from the point where the first left off, so the kindergarten should, by taking the general direction of education, advance the child to a point where the first grade can take him still further. If the aim of the school, including the kindergarten, is in accordance with the best educational ideals, the kindergarten will definitely prepare for the first grade, because it will help the child to develop to the fullest at his present stage, and the next grade will continue to aid this developing individual. If the two grades are perfectly adjusted to the progress of the developing child, there need be no adoption of the usual first-grade language and number signs in the kindergarten, nor need there be an adoption in the first grade of the particular handwork materials which children desire for expression at the kindergarten age.

That there is not this perfect adjustment between the kindergarten and the first grade is evident in many cases. It may be due to a misunderstanding of educational aims and methods or to the lack of ability to put ideals into practice. These two variants in the two grades would give a number of combinations which would account for the vastly different opinions that are expressed about the kindergarten. The burden of the criticism has fallen more

heavily upon the kindergarten, partly because it is one of the later additions to the educational plan. It is only in the process of formulating its own ideals and practice; furthermore, it stands as a single grade in the school. The first grade, on the other hand, represents the ideas of the whole school, and its aims and practices have been quite definitely outlined for many years. The question of the relation of the two grades must be one of adjustment—adjustment not to the particular ideas of kindergartners and primary teachers, but adjustment to the best growth of the developing child.

It was with the purpose of bringing the kindergarten and first grade into closer relationship that the Commissioner of Education sent to superintendents of various cities two letters, one to be answered by primary teachers, the other by kindergartners. The following is the letter for primary teachers:

DEAR MADAM: I desire especially to know what advantage children in the primary grades of the public schools who have had kindergarten training have over those who have not; also, what adjustments, if any, need to be made between the kindergarten and the lowest primary grades. Your experience and observation should enable you to speak with some degree of authority on this subject. May I, therefore, ask you to write me fully in regard to both points? Your letter will be greatly appreciated, and may be the means of much good to the children in the country.

Yours, sincerely,

P. P. CLAXTON, *Commissioner*.

The answers to these general questions could not be made the basis for a scientific statistical study, but any consensus of opinion would show wherein the ideals of the kindergarten and the first grade were in accord and what values the primary teacher appreciates in the kindergarten training. These answers would also show wherein the practice of the two classes might be changed to further the mutual ideals. The following figures merely point the direction for thorough investigation and further experiment in the matter of adjustment between these grades.

It must not be forgotten that certain factors would influence the replies given, such as the ideals and practice of particular kindergartners and the ideals and practice of particular grade teachers or principals. There are good, medium, and poor kindergartners, teachers, and principals. The probability would be that in the cases where all were intelligent and progressive, conserving the best growth of the child, there would be little call for adjustment; where, in a very few cases, all were inefficient, the teachers of both classes would desire a radical adjustment on the part of others; and where, as in the majority of cases, the good and poor were mingled, there would be an acknowledged ground for adjustment on both sides. We can judge from the following opinions whether this probability is proved a truth.

*Views of superintendents, principals, and primary teachers.*

Superintendents, principals, and primary teachers report that the child trained in the kindergarten shows an advantage over the non-kindergarten child in the following characteristics:

	Reporting affirmatively.
(1) Formation of good school (and life) habits, such as regularity, punctuality, orderliness, cleanliness, politeness.....	128
(2) Power of expression, involving fluency in language and also a fund of ideas, as well as dramatic expression.....	99
(3) Power of observation, concentration, and attention.....	95
(4) Perseverance or the energy to finish a task when once begun.....	14
(5) Control of the hand for manual work.....	93
(6) Self-reliance, initiative, adaptability, ability to cope with situations without direction.....	89
(7) Ability to work with others, willingness to wait one's turn, to cooperate, to share responsibility.....	88
(8) Responsiveness, willing obedience, and compliance with suggestion.....	69
(9) Knowledge acquired through actual experiences in the kindergarten.....	66
(10) Ability to imitate, to follow technical suggestions.....	43
(11) Interest in taking up any form of school work.....	38
(12) Control over muscular coordination.....	39
(13) Musical ability and rhythmical control.....	34
(14) Initial entrance to school made easy and attractive.....	24
(15) Ability to read and write more quickly.....	15

Compared with these advantages gained by the kindergarten child, the disadvantages mentioned seem few and unessential. The two given most frequently are—

	Reporting affirmatively.
(1) Too dependent in periods of handwork; need constant help and supervision..	25
(2) Unnecessary communication and ill-timed play.....	18

Other faults mentioned from one to three times are "no concentration or perseverance," "superficial, not balanced nervously;" "more self-conscious, express less readily;" "indifferent to serious forms of grade work." These scattering replies we may dismiss from further discussion, as they probably represent particular situations and show poor work on the part of either kindergarten or teacher.

As for the first-mentioned faults, they indicate certain lines which require investigation in order to secure a better adjustment of the two grades. If these criticisms are true, if a child needs "constant help," and is not in earnest about his occupation, then he has not been under the right educational influences during the kindergarten period. But if, when looked at in the light of the best development of the child, these criticisms do not apply, then the standards set up by the primary teacher have not been in accord with the best education.

A child of 6 years who has learned to play earnestly, to have a purpose in view, and to concentrate on the accomplishment of his self-accepted task will not wish to be distracted by irrelevant conversation or by "fooling." It may be that some kindergartners do not realize that it is at the kindergarten period of a child's life that he develops from the holding of very incidental purposes to purposes which are more complex and require some degree of skill and continued effort for their attainment. If the kindergartner fails to understand this phase of development, she may continue to lead the child step by step when he is ready and anxious to be shown the end of the process and to guide himself on the road toward it. As the child sees only trivial steps, and knows that he is having no share in the determination of where they lead, he feels little responsibility for the ultimate result. He must occupy his mind with something, so his imagination plays with each step, and as he has no definite purpose to steady his ideas, they take a fanciful turn. This arriving at a result by the piecemeal dictation of the teacher promotes the habit of mind wandering.

Again, a kindergartner may not understand the educational value of crude results which have been attained by the initiative and self-directed effort of the 5-year-old child. Instead of helping him to improve in the direction which he desires, the kindergartner may set an end for him which he must often make attractive to himself by means external to the process involved in gaining it—he must let his imagination express itself through play or conversation because he is not interested in what the teacher has planned for him. He develops the habit of caring little for final results and of taking his enjoyment as he works along.

Perhaps the primary teacher may misunderstand the child's desires and powers. It may be that those who offered the criticism that the kindergarten children "indulged in unnecessary communication and ill-timed play" did not set tasks for the children which called forth their effort; the work may have been too easy, repeating something learned in the kindergarten; or the primary discipline may be too strict, making no allowance for a child's joyous attitude toward work and his desire for social encouragement.

If in kindergarten and primary grades problems can be presented to the child that are of vital interest to him, that he is anxious to solve, problems that involve thought in order to select and adapt ways and means, then he will have no time for the distractions of talk and "play." He will develop judgment and self-reliance by striving independently. Such a method used in the kindergarten would aid in overcoming the other fault mentioned by the primary teachers—that kindergarten children are too dependent in periods of handwork and need constant help and supervision.

The inferences are that the qualities which the primary teacher appreciates and finds valuable in her work are those mentioned under "advantages" of kindergarten children; otherwise more adverse criticisms would have been made. This shows primary ideals far removed from the old-time education, when quantity in reading, writing, and number work, together with a degree of submissive obedience, constituted the main measurements for a child's school work.

In 19 replies it was stated that the kindergarten saved the child time in his progress through school; 6 said that there was no saving; 5 said that the children were brighter at first, but showed no difference at the end of a year. This last criticism should provoke investigation, but as "brighter" at the beginning of the term probably meant more self-reliance, attention, and responsiveness (good life habits), as well as ability to take up the technical school work, the same kind of tests should be applied at the close of the year.

The adjustments suggested are very interesting when it is remembered that the suggestions come entirely from those outside the kindergarten. It is stated clearly by 7 correspondents that the only change desirable must be made in the first grade; 2 think the kindergarten should make all the changes; 12 suggest a connecting class; 25 state definitely that no connecting class is necessary, and many more imply it, while 22 urge that teachers and kindergartners should consult together and try to formulate mutual aims and practices.

The particular adjustments suggested for the kindergarten are:

	Teachers favoring.
(1) More independence in handwork periods.....	25
(2) More quietness during occupation and other table work.....	22
(3) Age limit be removed, so that a child may be placed in the class which is best suited to his development.....	15
(4) Time in the kindergarten be limited to one year, since repetition dulls interest and a child gains habit of acting without exerting mental energy.....	6
(5) More attention be paid to the use of English in conversation.....	4
(6) Introduction of reading and writing.....	4

The adjustments suggested for the first grade are as follows:

(1) Introduction of more handwork.....	22
(2) Greater freedom, discipline less strict.....	22
(3) Movable chairs and tables, and use of circle for conversation and games....	14
(4) Smaller classes, so that the teacher may give individual attention to the children.....	8
(5) Seatwork more creative, not mere following of teachers' dictation, more time allowed for this method of developing creatively.....	7
(6) Elimination of number work, except in actual problems.....	5

The following is quoted from a carefully written, open-minded discussion of the problem by a first-grade teacher: "In the kindergarten the child deals principally with things; in the primary, with words. In the kindergarten the play instinct is appealed to chiefly.

In the primary school, attention, concentration, must be secured and the memory must be trained." In these few sentences are sharply contrasted the principal points that need adjustment between the two classes. A child does not on his sixth birthday jump from an interest in things to an interest in words, nor from a desire to play to a state where he is always attentive and exercising his memory. His dealing with things in the kindergarten should have given him content for words, and more "things" should be supplied him in the grade, so that this content may be enlarged. Appeal to the true play instinct develops habits of attention and concentration, which should carry over into the grade, and the grade should strengthen these habits by giving the play spirit just a shade more of the aspect of work.

The letter sent to supervisors of kindergartens and kindergartners by the Commissioner of Education was as follows:

DEAR MADAM: I desire especially to know what the primary-grade teacher may reasonably expect of a child who has had kindergarten training; also, what adjustments if any, need to be made between the kindergarten and the lowest primary grades, in order that there may be a closer relation between the two. Your experience and observation should enable you to speak with some degree of authority on this subject. May I, therefore, ask you to write me fully in regard to both points? Your letter will be greatly appreciated and may be the means of much good to the children in the country.

Yours, sincerely,

P. P. CLAXTON, *Commissioner*.

It is interesting to note that the characteristics mentioned most frequently by primary teachers as the noticeable result of kindergarten training are the same as those which the kindergartners have aimed most consciously to develop.

Views of kindergarten supervisors and kindergartners are here given:

	Reporting affirmatively.
(1) Formation of good school (and life) habits, such as regularity, punctuality, order, cleanliness, politeness.....	62
(2) Power of expression, involving fluency of language, also fund of ideas, as well as dramatic expression.....	72
(3) Power of observation, concentration, and attention.....	76
(4) Perseverance, or the energy to finish a task when once begun.....	3
(5) Control of hand for manual work.....	45
(6) Self reliance, initiative, adaptability, ability to cope with situations without direction.....	17
(7) Ability to work with others, willingness to wait one's turn, to cooperate, to share responsibility.....	44
(8) Responsiveness, willing obedience, and compliance with suggestion.....	19
(9) Knowledge acquired through actual experiences in kindergarten.....	28
(10) Ability to imitate, follow technical suggestions.....	43
(11) Interest in taking up any form of school work ("a desire to know and to do")	11
(12) Control over muscular coordination.....	36
(13) Musical ability and rhythmical control.....	65
(14) Initial entrance to school made easy and attractive.....	6
(15) Ability to read and write more quickly.....	3

It is not possible to compare the actual figures in the two sets of answers, because the questions were not the same and the number of answers not equal. Comparison can only be made very loosely between the percentages of frequency with which each characteristic was mentioned within its own set of answers. By this comparison it is possible to judge somewhat of the relative importance of the characteristic to the different groups.

*Relative importance of characteristics.*

	Primary teachers.	Kinder- gartners.		Primary teachers.	Kinder- gartners.
	<i>Per cent.</i>	<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
(1) School habits.....	14	11½	(9) Information.....	7	5
(2) Language expression.....	10½	13½	(10) Imitation.....	4½	8
(3) Observation, etc.....	10	14	(11) Interest in school.....	4	2
(4) Perseverance.....	1½	½	(12) Muscular control.....	4	7½
(5) Manual skill.....	10	8½	(13) Muscular ability.....	3½	12
(6) Self-reliance.....	9	3	(14) Pleasant introduction to school.....	2½	1
(7) Cooperation.....	9	8	(15) Reading, writing.....	1½	½
(8) Obedience.....	7½	3½			

Making deductions from these percentages in a very general way, it might be inferred that kindergartners aim to develop more power of expression and more power of observation and attention than the primary teachers found the children had attained when they reached the first grade. The kindergartner tries to develop muscular co-ordination and musical ability as well as power to imitate. Is the difference in percentages in these latter respects due to the fact that the kindergartner values them more highly than the primary teacher? Or does a child have small opportunity to show his development in these respects in the primary? If the child is more efficient and enjoys life more when developed in these directions, should not the primary teacher have an opportunity to continue the kindergartner's line of education?

On the other hand, the primary teachers find that the child has gained in good school habits, in responsiveness and obedience, to a greater extent than the kindergartners have apparently expected. Are these qualities noted in the grades because they are found particularly useful in the primary? Do these habits create the atmosphere which the primary teacher finds conducive to development under her teaching, because they supply the more passive, receptive attitude in education? This latter can hardly be the case, for primary teachers also value self-reliance and initiative. Both primary teachers and kindergartners are found to esteem social development and manual dexterity.

Kindergartners mentioned several other points which they emphasized, and which they thought would be of benefit to a child entering the first grade. These are:

	Kindergartners mentioning.
(1) Development of senses.....	73
(2) Knowledge of color and balance.....	24
(3) Knowledge of form, size, shape.....	24
(4) Knowledge of concrete number and counting.....	38
(5) Ability to listen to a story and to enjoy good literature.....	19
(6) Development of memory.....	7
(7) Quality of tone in speaking.....	4
(8) Use of phonics.....	4

There are several questions that arise in considering the kindergartners' emphasis on the first three points above, and these must be answered before a better adjustment of kindergarten and primary can be made. Has the development of the senses reached its height at 6 years of age so that it is not necessary to continue further education in this way? Or is the kindergarten overemphasizing the development of the senses, particularly in technical points of color and form discrimination? Or is the grade neglecting a part of the child's education? The answer to all three questions might be partly "yes" and partly "no." At the age of 6 the larger, cruder, discriminations as to color, size, form have been made, and the senses can be developed further through the detection of the finer variations that come through the effort to paint, read, write. Possibly the primary teacher is not educating the whole child because she does not see the importance of developing the senses by finer discriminations or she may feel that education of this kind is implied in the larger purposes of the first grade. Could she use games that would call for still more discrimination?

Possibly the kindergartner is overemphasizing the importance of the work she is doing in this direction. Scientific observers have shown the ineffectiveness of abstract instruction with young children; yet kindergartners often spend much of their time "teaching" color. Dr. Dewey shows how discriminations actually arise when there is a vital need for them.

By rolling an object, the child makes its roundness appreciable; by bouncing it, he singles out its elasticity; by throwing it, he makes weight its conspicuous distinctive factor. Not through the senses, but by means of the reaction, the responsive adjustment, is the impression made distinctive and given a character marked off from other qualities that call out like reactions. Children, for example, are quite slow in apprehending differences of color. Differences from the standpoint of the adult so glaring that it is impossible not to note them are recognized and recalled with great difficulty. Doubtless they do not all *feel* alike, but there is no intellectual recognition of what makes the difference. The redness or greenness or blueness of the object does not tend to call out a reaction that is sufficiently peculiar to give prominence or distinction to the color trait. Gradually, however, certain characteristic habitual responses associate themselves with certain things; the white becomes the sign, say, of milk and sugar,

to which the child reacts favorably; blue becomes the sign of a dress which the child likes to wear, and so on; and the distinctive reactions tend to single out color qualities from other things in which they had been submerged. \* \* \* Variations in form, size, color, and arrangement of parts have much less to do, and the uses, purposes, and functions of things and of their parts have much more to do with distinctness of character and meaning than we should be likely to think. What misleads us is the fact that the qualities of form, size, color, and so on, are *now* so distinct that we fail to see that the problem is precisely to account for the way in which they originally obtained their definiteness and conspicuousness. So far as we sit passive before objects they are not distinguished out of a vague blur which swallows them all. Differences in the pitch and intensity of sounds leave behind a different feeling, but until we assume different attitudes toward them, or *do* something special in reference to them, their vague difference can not be intellectually gripped and retained.<sup>1</sup>

A child might develop in a way that would be more valuable for his next step in education if kindergartners would find or create situations which call for discrimination rather than place so much emphasis upon results of sense development, the knowledge of form, size, etc.

Thirty-seven kindergartners mentioned that the ability the kindergarten child gained in counting concretely by wholes, halves, quarters, etc., should be of some benefit for the first grade. Here again a compromise is necessary. Does the kindergartner overemphasize mathematics, developing a child far beyond his needs, or is the primary teacher not able to take advantage of what he has learned in the kindergarten? Perhaps there is a little of both. Faulty psychological ideas may be responsible for some of the kindergartner's emphasis on mathematics.

The same questions may arise in regard to listening to a story and enjoying good literature. Does the kindergartner overestimate the value of these, or the primary teacher underestimate it, or is it that the primary teacher has not the time to develop the children in these ways? The latter seems the most likely, yet assuredly the choice story well told is one of the most effective ways of inculcating high ideals.

The development of memory is mentioned by seven kindergartners as one of the advantages of kindergarten training. Memory, as the psychologists now tell us, is a capacity that can not be "developed." A kindergartner can give a content for it, store it as far as possible with good literature, happy times, etc., but she can not increase its retentiveness as a preparation for the first grade.

A few kindergartners spoke of the pleasant tone of voice which a child should develop in the kindergarten. Attention is not generally paid to this point, and it is no wonder that primary teachers omitted to mention it as a characteristic of children trained in the kindergarten.

The beginning of phonics was mentioned by a few. This practice is not general; it consists of imitating the calls of animals, or of recog-

<sup>1</sup> Dewey, John. *How We Think*, p. 122.

nizing words or names that begin with the same letter. Where children of 6 are still in the kindergarten, it might be advisable to begin this work, but where those of 5 or 5½ are promoted, it can safely be left for the later grade.

The general conclusions are that, in the main, the kindergartner is consciously aiming to give and is giving the children the kind of education which the primary teachers find is helpful in the next grade.

There has been implied in the mention or nonmention of characteristics in the two sets of answers some possible adjustments which might be made in both kindergarten and first grade. Thirteen kindergartners feel that all adjustments should be made in the primary; three state that the kindergarten only should make them; five say that none are necessary.

In order that the kindergarten and primary should come into closer connection, it is suggested that—

	Kinder- gartners favoring.
Kindergarten courses include primary methods.....	14
Primary courses include kindergarten.....	20
Kindergarten teachers study primary work.....	12
Primary teachers study kindergarten.....	14

Other means suggested for a better understanding are—

- Primary teachers visit kindergarten.
- Kindergartners visit primary.
- Conferences of kindergartners and primary teachers.
- Kindergartners teach in 1A.
- Primary teachers teach kindergarten.
- Mothers' meetings be held together.
- Connecting class be formed.

To gain full value of kindergarten training the following is suggested:

	Kinder- gartners favoring.
Provide separate first-grade class for children trained in kindergarten.....	11
Abolish age limit for promotion to first grade, and send child on when developed enough for primary work.....	6

To carry over the kindergarten spirit into the grades, several changes are suggested:

	Kinder- gartners favoring.
Movable chairs and tables.....	16
More play spirit and regular game period.....	13
More handwork.....	14
Less rigid discipline.....	12
Smaller classes.....	9
More stories.....	7
More walks and excursions.....	5
Freer curriculum.....	7
More attractive rooms.....	4

Comparison of these points for adjustment reveals again that primary teachers and kindergartners are quite in sympathy with regard to the treatment of some of the problems.

*Changes favored.*

	Primary teachers.	Kinder- gartners.
	<i>Per cent.</i>	<i>Per cent.</i>
Introduction of handwork.....	30	31
Greater freedom.....	30	20
Movable chairs.....	19	33
Smaller classes.....	12	18
Seat work more creative.....	7	0
Elimination of number work.....	6	0

Primary teachers mention the need of freer discipline in their own grade more than the kindergartners, but perhaps the kindergartners think that the introduction of movable chairs and tables would have the effect of freeing the discipline. One kindergartner voices her main criticism of grade work as a lack of "mother feeling toward the child from the teacher." The need of having the seat work more creative and the dropping out of number work are points which the grade teachers alone mention.

It is interesting to note that while the kindergartners placed great stress on the mathematics which the child gained in the kindergarten, the only mention the grade teacher makes of the subject is to desire its elimination from the grade. Is there ground here for investigation into the kind of number work which children of 5 to 7 years of age are able to use in their problems? Should it be only that which is called for in the measuring of material for making toys and useful articles, in buying at the toy store, in dividing treasures evenly with one's neighbors?

Some of the kindergartners' replies state very clearly that their aim is to develop the child to the fullest of his present capacity, and in this way to prepare for the next grade.

A primary-grade teacher may reasonably expect that kindergarten training will result in an *awakened* child.

I firmly believe that a primary teacher may reasonably expect that an average child with kindergarten training should be able to meet every requirement of the first grade with intelligence and appreciation. He comes to his work with an open mind, ready to approach any task with enjoyment and enthusiasm. \* \* \* He has gained a sense of justice and honor as well as a high standard of moral and spiritual worth.

When our kindergartens are taught by teachers whose attitude toward children is like that described in the following letter, and when first-grade teachers have dreams such as those of the writer of the letter, an adjustment between the kindergarten and primary will

be an assured fact; that is, if superintendents and principals allow each teacher the liberty to work out the problem to the best of her ability:

P. P. CLAXTON,

*Commissioner, Washington, D. C.*

DEAR SIR: My experience in first-year primary work with kindergarten and non-kindergarten trained classes has strengthened my early conviction as to the value of the kindergarten. It is often difficult to lay hold upon results in education, and to say of this or that that it was due to a certain cause. It is impossible for one to say whether children with kindergarten training pass through the grades more rapidly than children without such training, because my observation has not been sufficiently extensive; but that children with kindergarten training have advantages came home to me a few years ago when, after several years of experience with children of this class, I undertook a school which had received no kindergarten training. The unresponsiveness with which I met was something I could not at first account for.

There are kindergartens whose influence is over-refining that send out a superficial, hothouse product. There are kindergartens governed by the old-time formal school methods. The effect of either of these is to dwarf the mind, and any advantages derived from them could not compensate for the arrested development of the child's individuality. "It is the self-activity of the child that counts most in his development and education."

The real kindergarten—the kindergarten which fosters the self-activity, the spontaneity and play impulse of the child, that promotes his individuality and that at the same time inculcates a regard for law and a respect for the rights and privileges of others, that arouses in the child a wholesome interest in the life about him and that quickens his senses—will exert, I think, a lasting influence; one that will tell all through his period of mental development. Children from such a kindergarten enter upon the first-grade work with good motor control, with habits of industry, order, courtesy, obedience, and self-control, with a larger language power, with minds awake, and with joy in their conscious power of self-expression.

For two years it was my good fortune to receive children trained in a kindergarten of this sort. These children had gained in physical control as evidenced in their lightness of feet, in their free and graceful movements, in the self-respecting posture of head and chest, and in their ability to work with their hands. They had learned to work, were self-helpful, inventive, and resourceful both in their work and in their play. The handwork, especially the free-cutting, was something exceptional, and manifested not merely manual dexterity, but power to see, power to image clearly an idea, and power of fixed attention.

Through its stories, gift lessons, conversations, play, and observations in the animal and plant world, the kindergarten develops the child's imagination, widens his experience, quickens his sympathies, stimulates his powers of observation, and increases his language power. All these exercises which contribute to power in discrimination of form, in ability to see number relations, and to broaden experience, are invaluable aids to the child when he enters upon his more formal grade work. Through its games and occupations habits of courtesy and helpfulness are fostered. And above all, the kindergarten contributes to the child's happiness.

I believe that the spirit of the true kindergarten should animate every primary school, that its methods of instruction should be continued, and that natural and spontaneous work and play and rest should receive their due share of attention. But the crowded condition of most primary schools permits little opportunity for freedom and individual self-expression, and it often seems to necessitate the instructing

method of teaching. In my dreams I often look forward to a time when 30 pupils will be the maximum assigned to a teacher, and when the first grade shall have two adjoining rooms—one of these similar to our present schoolroom, the other equipped with kindergarten furniture, a sand table, low windows, and window boxes. In this room the children would gather for the morning circle with its conversations and stories; here the children would repair when their class work was ended or their seat work completed, to work or play or rest, according to their impulse. Such a plan would make possible the use of the kindergarten methods in the primary school.

Very respectfully,

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To sum up, there is on the part of superintendents, principals, primary teachers, and kindergartners a desire for the better coordination of the kindergarten and first grades. There is a conscious working for it and a unanimity of opinion in several ways as to how it may be promoted. The one thing needful to make it an accomplished fact is, as several kindergartners stated, a clearer understanding of the little child, his point of view, and his development. It is necessary to know the interests and powers that continue to develop gradually and the rate of development during the years from 4 to 8. We must know what interests are gradually superseded and what other interests are coming into prominence and need to be introduced in the first grade. We must study the child to find out what he needs in his development.

No connecting class seems necessary. The kindergarten should take the child to the point where interest becomes intense in the use of signs to represent language—to the psychological age where the passion for reading and writing begins. The first grade appeals to this new interest. It is the psychological, not the chronological, age which should determine the change. One report suggested that a class of kindergarten children should begin primary reading at mid-year, but continue kindergarten work. This transition is all that is necessary to distinguish the kindergarten from the first grade. In both classes there should be opportunities for excursions, for games, out doors and in, for conversation about interesting topics, for handwork, such as making of toys and useful articles, for picture writing, for beautiful songs and stories, for dramatic play. The children should be more self-directive in both grades, should get education from real experiences, from what are to the children life problems. The primary class should be limited to 30, so that individual attention can be given to reading for the sake of enjoyment, and mass drill be entirely eliminated. The curriculum should be freer; not only should a teacher be allowed to plan her work to appeal to her particular group of children, but she should not be held responsible for bringing every child up to a certain standard; each should be helped to do his individual best.

There are three principal means suggested to help teachers to obtain this connected view of a child's education:

1. The exchange of visits to the classrooms between kindergartners and primary teachers and the holding of conferences together will bring about not only a better understanding of the developing child, but also a better comprehension of those phases of education which should present a continuously developing character. The following extract suggests what these phases might be:

I. Selection and arrangement of subject matter in the curriculum of the elementary school, including the kindergarten.

1. Wider and less intensive treatment of all phases of a child's experience in the kindergarten curriculum.

2. More intensive treatment of special phases of *home and community life*, anticipating divisions into subjects of study in development of curriculum in higher grades.

II. Selection of materials for handwork with the thought that principles of industrial and fine arts begin in the kindergarten.

1. Materials should be suited to the child's technic, so that he may express his own ideas more and more adequately, because the material offers possibility of development.

2. Materials should be more suited to the needs and problems of the elementary school, as in woodwork, which demands more technical control and presents problems for measurement.

III. Relation between kindergarten and subjects taught by special teachers in elementary school.

1. An understanding of kindergarten methods and standards by special teachers in drawing, physical education, music, etc., through observation in the kindergarten, and if possible some actual teaching of kindergarten children.

2. An understanding by the kindergartner, through observation of lessons in elementary school and conference with special teachers, of art principles and standards in technic to guide her in the work in the kindergarten which is to be carried into the elementary school.

2. A further aid in making the child's life from 4 to 8 years one of unbroken progress would be to place under one supervisor all the grades which cover this psychological period. This adjustment has already been made successfully in several large cities.

3. For the teachers of the future there are possible such changes in the normal-school curriculum that the word "adjustment" will be forgotten. From one normal school which has introduced these changes comes the following explanation:

The means by which we have improved the organic relations in our school may be classified under two heads, viz:

I. Preparation for teaching.

(1) The kindergarten theory work has been organized as a part of the work in education. We still regard it as constituting a department, but as a department of kindergarten education rather than as a kindergarten department.

(2) Our normal-school course of study has been so organized that all students have their first term of junior work in common. That is, prospective teachers of

kindergarten and primary work take the term's work that we call *constant* before being required to elect the course leading especially to kindergarten or primary grades. The main foundational course that all take during this term is elementary educational psychology (mainly child study). This course culminates in a study of the dominant native tendencies and interests of children during their successive periods of development. Something of the trend of this work is indicated by leaflet summaries, copies of which are provided for each junior. As one of the main results of this work, teachers and students come to realize that there is no justification for a sharp break in the school life and school work of the kindergarten and Grade I.

(3) During the second junior term, prospective kindergarten and prospective primary teachers have the following courses together: Educational psychology; sociology (if elected); primary methods; music; juvenile literature and songs; games and folk dances.

(4) During the second junior term the kindergarten students have directed observation in both kindergarten and primary grades.

(5) During their senior year these sets of students have the following in common: Principles of education, history of education, industrial occupations, primary methods, and seminary.

## II. Administrative means.

The chief administrative means which we have found valuable for increasing profitable relationships between kindergarten and primary work are:

(1) Including the kindergarten as a part of the elementary school rather than regarding it as a department by itself.

(2) Locating the kindergarten rooms close to the primary rooms.

(3) Beginning a class of kindergarten children at mid year in primary reading, but continuing with kindergarten work.

(4) Kindergarten and Grade I supervisors (critics) have interchange of work, e. g., the kindergarten supervisor helps supervise the industrial occupations of Grade I; and some years the grade I supervisor helps supervise the reading of the class that remains in the kindergarten.

(5) The assistant to the kindergarten supervisor is also assistant to the Grade I supervisor.

(6) Grade I children join the kindergarten children for part of their physical education.

(7) The kindergarten student teachers do half their teaching in the primary grades and the primary student teachers do much observation in the kindergarten grades.

(8) The teachers of kindergarten education occasionally teach a class in some other field of education, e. g., educational psychology, history of education, etc.

(9) A copy of the inclosed list of qualities of excellence in student teachers is placed in the hands of each prospective student teacher as a means of helping her to choose her course. In this they see that we believe that teachers of kindergarten and primary children need similar personal qualities.

The leaflets to which reference is made are entitled "Dominant Native Tendencies of the Various Periods of Child Life." (Kindergarten, primary, intermediate, etc.) "Centers of Interest." (Kindergarten, Grade I, etc.) "Qualities of Excellence in Student Teachers" (qualities equally essential for teaching pupils of all ages, qualities especially essential for teaching kindergarten and primary grades, etc.).

Teachers trained where such a view is taken of education will have no difficulty in bridging any imaginary gap between kindergarten and primary.

England shows by her infant schools that she understands better than America that the period from 4 to 8 years is marked by no sudden psychological change. A right adjustment of the school to the growing mind and body of the child will make the discussion of the adjustment between kindergarten and primary grades a topic of the past.

## DOUBLE SESSIONS IN THE KINDERGARTEN.

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The question of double sessions would seem to belong entirely to the realm of school administration; but since the accepted unit of kindergarten organization has until recently been one group of children, one morning session, and one set of teachers, the extension of kindergartens by means of adding another group of children and holding an afternoon session has carried the discussion well outside the limits of an administrative problem. The nature and range of the discussion are indicated in the accompanying tables and comments.

Of the 867 cities reporting for the school year 1911-12, to the Bureau of Education, 546 have morning and afternoon kindergartens. In order to learn the opinions of those who know most intimately the values and effects of double sessions, the following question form was sent to a selected group of 92 cities in various parts of the country. The 112 answers represent 45 cities.

DEAR MADAM: The Bureau is frequently asked for an opinion on the advisability of double sessions in kindergartens. Before issuing a statement the Bureau wishes to hear from the teachers themselves. Will you therefore kindly answer the following questions and return them to the Bureau as promptly as possible?

Your courtesy in this matter will be much appreciated.

Sincerely, yours,

P. P. CLAXTON,  
*Commissioner.*

1. Date of establishment of kindergarten in public-school system?
2. Date of introduction of two sessions a day?
3. What is the length—
  - a. Of the morning session in the kindergarten?
  - b. Of the morning session in the first grade?
  - c. Of the afternoon session in the kindergarten?
  - d. Of the afternoon session in the first grade?
4. Does the same group of children attend both sessions in the kindergarten?
  - a. If so, do the older or younger children attend in the afternoon?  
Reasons for this arrangement?
  - b. Is the afternoon group smaller than the morning group?
5. Are there—
  - a. Two kindergartners of equal rank?  
If so, how are the work and responsibility divided?
  - b. A director and an assistant?  
If so, how are the work and responsibility divided?
  - c. Is there only one kindergartner?
6. State frankly your opinion with regard to the effects upon the teachers as to—
  - a. Physical health?
  - b. Mental attitude (buoyancy, optimism, etc.)?
  - c. Quality of work done?
  - d. Amount of visiting in the homes of the children?
  - e. Frequency of mothers' meetings?
  - f. Professional study, etc.?

7. What are the advantages (not indicated above) of two sessions a day—
  - a. To children?
  - b. To teachers?
8. Do the advantages, everything considered, outweigh the disadvantages?
9. Do you consider the conditions under which you work and the work required of you to be more difficult than is the case with the primary teachers of your school? For what reasons?
10. How might the school board use your afternoon school hours to better advantage than by requiring a second session?

City....., School....., Signature.....

The answers to these questions should indicate whether cities, both large and small, have found it necessary or expedient to introduce the double session; whether it has demanded harder work from the kindergartner than the primary teacher; whether there is a preference for a particular session, and why; whether all kindergarten teachers are ranked on the same basis; whether the double session has an injurious effect upon the children, the kindergartner, or the social work of the school; and, lastly, whether the kindergartners have thought out any plans to improve present conditions.

*Establishment of double sessions.*—In larger cities it seems to have been found imperative to organize double sessions almost immediately after the introduction of the kindergarten into the public-school system. The dates for double sessions begin with St. Louis in 1875. Between 1902 and 1906 the rapid growth of the kindergarten idea made it necessary to have afternoon sessions in nearly all cities where the kindergarten had been previously established.

The reports from 7 cities show that the same children attend both sessions, but of these, 2 say that only the older children return for the afternoon. One city gives as its reason for having the children come back that "the mothers are Polish and work out all day, and it is better to keep the children where they will learn English and right conduct."

Thirty-eight of the cities from which replies came have two different classes of children in the same room, one in the morning and one in the afternoon.

*Hours and work of kindergartners and primary teachers.*—Twenty-two of the cities report shorter hours for kindergartners than primary teachers. The kindergarten sessions average 2 to 2½ hours, while the primary classes are from one-fourth to one-half longer. In three instances the two sessions of the kindergarten taken together last 4½ hours, while the primary class is in session but 4 hours. In 15 of the 45 cities the total teaching time for kindergartners and primary teachers is the same, although the kindergarten children have but one session a day.

A large majority of the kindergartners (77 out of 109) consider the work of the primary teachers as difficult as their own. One says

that "kindergarten work is not more difficult, but takes more time." Another thinks "the work is not more difficult, but is more of a strain on the nerves, and requires more patience. By the time the first-grade teacher gets the children, they have become disciplined, have gained the power to listen, can pay attention, and take directions to some extent." One kindergartner thinks that her work is easier because she has no responsibility for promotions; she "does not have to bring all the children up to a uniform standard." Those who feel that the work is harder give the following reasons: "A kindergarten teacher has two sets of children the same size as the primary teacher, and so has to respond to many differing personalities." "The primary teacher has the same children all the day, and so each one under her care knows her at her best in the morning hours." "If the kindergartner is responsible for the two sessions, she has to repeat much of the same work in the afternoon, and in this way loses buoyancy and enthusiasm." "Primary teachers plan to have lighter subjects in the afternoon, but the kindergarten is another cycle." "It is harder if the kindergartner is responsible for the work of an untrained assistant." The general opinion seems to be, as stated by one kindergartner: "Just as much preparation of work is necessary, just as much energy is needed, and conference with mothers is just as important in the primary as in the kindergarten."

*Division of children for different sessions.*—It is curious to note the similarity of the reasons given for having children attend a certain session and yet the dissimilarity of conclusions drawn.

Ten kindergartners state that the younger children need more sleep, but for this reason 4 infer that it is better to have them come in the morning, so that they can take an afternoon nap, and 6 think that the afternoon session would be better because the little ones like to sleep late in the morning. Six state that the teacher is fresher and more alert early in the day, but some conclude from this that the older children who are to be promoted should have the benefit of the teacher at her best, as they "need quick response, enthusiasm, and alertness on the part of the teacher." Others say that the younger children require more play spirit and adaptability in the kindergartner, and therefore should come in the morning. There is as much divergence of opinion when children and not teachers are considered. Some say that as more intensive work is expected of the older ones, they should attend in the morning, while others think that a younger child needs more help and therefore should have the benefit of the morning hours, when he is at his best physically. These answers all imply that the most developing work can be done in the morning session, when both teachers and the children are at their best, and a different standard must be set for afternoon work. Forty kindergartners state that the difference in the length of the

sessions is the main reason for determining when the children shall attend. All but 2 would have the older children for the longer period. Fourteen say that there is no division according to age, the children attending the session which suits the convenience of the parents.

*Rank of kindergartners.*—Thirty cities report that the teachers are classified as directors and assistants. These assistants vary all the way from the untrained "cadet" or training student to the kindergartner who has had equal training with the director, but has had less experience. The kind and amount of assistance varies also from the mere care of the room and oversight of table work to an even division of work between director and assistant, one taking charge of the morning session and the other of the afternoon session.

In several cities the number of children enrolled determines the number of assistants. Cities like New York, Chicago, Utica, Trenton, and Salt Lake City report that there are two kindergartners of equal rank. Of course in such cases the two teachers divide the responsibility evenly, each having charge of one session and assisting at the other.

*Effect of double session.*—The answers to question 6, concerning the effect of the double session upon the teachers, were evidently given from different standpoints. Some understood the question to apply to kindergarten work in general and others understood it to apply to the effect of the double session. The first set of answers were disregarded in the summary below,<sup>1</sup> since the double-session problem was the specific point of the questionnaire. Another confusion arose from the fact that some kindergartners felt that a choice must be made between one session with perhaps 70 to 90 children under two teachers, and two sessions each with half that number. Other kindergartners appeared to view the matter from a standpoint of 40 to 50 children only in the morning or that number twice a day.

Of those who considered the question from the standpoint of one session with large numbers, as contrasted with two sessions with small numbers, the following are the answers:

Health.....	better..5; poorer..11; same..1
Buoyancy.....	more...5; less..... 8; same..2
Quality work.....	better..9; poorer.. 8; same..5
Visiting in homes.....	more...0; less.....16; same..3
Mothers' meetings.....	more...0; less.....14; same..5
Study.....	more...0; less.....14; same..5

The spirit of play which must pervade every true kindergarten is the free creative spirit of the artist. There is loss of buoyancy with the double session; health is affected; and the quality of work is lowered.

<sup>1</sup> But not in the table, pp. 32 f.

Where small groups were considered for both morning and afternoon, it was felt that double sessions resulted in—

Health.....	better..0; poorer..45; same..23
Buoyancy.....	more...0; less....40; same..20
Quality work.....	better..1; poorer..38; same..19
Visiting in homes.....	more...0; less....58; same.. 8
Mothers' meetings.....	more...0; less....44; same..22
Study.....	more...0; less....49; same..13

These statistics seem to indicate that all kindergartners find the double session a drawback to the work outside of the immediate teaching, and even the quality of teaching would be somewhat affected by the lack of time for study. Where the double session is a question of dividing the number of children so that half come in the morning and half in the afternoon, there is no greater strain upon the teacher, and of course the children have the benefit of more individual attention. Where only half the children could be accommodated with the single session, a larger majority of the teachers felt the great tax of the second session.

*Advantages and disadvantages.*—The answers to question 7, concerning the advantages of double sessions, were also given from the viewpoints stated above. Therefore 27 state that the advantages of double sessions are: Possibility of smaller numbers, greater freedom, better grading of the children, and more opportunity to allow expression of individuality. Others who consider coming in contact with twice the number of children as the results of double session declare that more children are accommodated, expenses are decreased, and kindergartners are placed on an equal footing with primary teachers, receiving the same salary.

On the whole the kindergartners feel that the advantages outweigh the disadvantages, although 25 think that the strain upon the teacher hardly outbalances the good to the children, as the kindergarten is not able to give of her best to all.

The greatest advantage seems to be the standing given to the kindergarten idea in the community. This is voiced in the following:

The double session promotes a general feeling on the part of the community, the teaching body, and the teacher that the kindergarten is a vital, integral part of the school system and not a luxury, exceptional in its organization and privileges.

Our board of education regards the kindergarten largely from an economic point of view. The proposition of caring for a group of from 70 to 80 children in one room with two teachers makes them willing to establish a kindergarten, whereas the expense of the one-session plan with groups small enough to be of value to the children would be considered too costly for practical purposes.

*Better use of afternoon hours.*—Interesting returns came in answer to the last question. It is here that the kindergarten reveals her idea of the scope of her work. That many kindergarten teachers feel their function as connecting link between the home and the school is shown

by the fact that 38 would like to spend some of the afternoon hours in visiting in the homes and 21 in holding more mothers' meetings. Seventeen state that assisting in the primary grades, in story telling, in overseeing manual work, and in leading games, would be a desirable way to spend the time. Six speak of social settlement and playground work, showing that they believe the kindergarten spirit should function outside the limits formerly relegated to the teacher. Twenty-two would like more time for study and 15 for preparation of work.

Twenty-six have no suggestions to make as to better use of afternoon hours, and yet 19 of these have stated that few visits are made or mothers' meetings held because of the double sessions. These kindergartners must feel that the benefit of giving more individual attention to children or of having more children in the kindergarten must outweigh the value of learning home conditions and getting acquainted with parents. Just one individual states that "with parent-teacher's associations and the services of a school nurse, the need of kindergartners in home-visiting is reduced considerably. Cases not covered by these means are still met by the kindergartners."

Yet there are many strong pleas for more visits in the homes. "Double sessions give an opportunity to study a child in small groups, but we would understand him better still if we saw him at home." "Home visiting is a difficult task when it must be begun at 4 o'clock. Often you trespass upon the preparations for supper. 'Pop calls' are of no value when you wish to get at home environments."

*Conclusion.*—In many cities the double session seems to have been found an economic necessity to accommodate all the children of kindergarten age, that is, in groups that are small enough to be of benefit to them and yet without too great an expenditure for equipment and for the teachers' salaries.

That the hours of the kindergartner should be slightly shorter than those of the primary teacher seems permissible, since coming in contact with the many different personalities of the two sets of children exhausts the vitality.

Whether the younger or older children should have the advantage of the morning hours seems to be a matter to be decided by the particular locality.

If good work is to be done in the afternoon, the kindergartner who has charge of the afternoon session must be spared as much of the responsibility as possible for the early session. As stated by one teacher, "the single session under right conditions is ideal; the double session with two directors of equal ability is the next best arrangement." This judgment as to the double session with two directors is doubtless sound if the work of the kindergartner is to be exactly similar to that of the grade teacher. If, however, she is to be the link between the home and the school, more time must be given her for

home visiting and mothers' meetings. The kindergartner is not only a teacher, but a social worker. She comes into very intimate touch with the mothers of the community. The little child separated from home for the first time creates a close bond of sympathy between the kindergartner and the mother, and by means of it the kindergartner can become a strong influence in the shaping of the home life. The kindergartner's work may be partly outside of the school building and yet be as difficult as that of the grade teacher.

Each city or town must determine the type of work needed when considering the advisability of the double session for the kindergartner. If it is more important to accommodate large numbers of children, then the double session may be introduced; but if the kindergartner is to take her rightful place in the community as an influence in the home as well as in the school, if she is to give the best educational help to the children under her care, then she must have some afternoon hours free.

The table which follows shows in detail the replies to the questionnaire on double sessions:

TABLE 1.—*Double-session kindergartens—Hours, attendance, teachers.*

[X denotes "Yes"; 0 denotes "No."]

Institutions.	Year kindergarten established.	Year two sessions introduced.	Length of sessions (hours).				Same children attend both sessions?	Older or younger attend in afternoon?	Afternoon group smaller?	Two kindergartners of equal rank?	A director and assistant?	Is there only one kindergarten?	Advantages outweigh disadvantages?	Are conditions of teachers' work in kindergarten more difficult than primary grade?
			Morning.		Afternoon.									
			Kindergarten.	First grade.	Kindergarten.	First grade.								
Bisbee, Ariz.:														
Central School.....	1907	1907	2	2	2	2	0		0	0		X	X	0
Denver, Colo.:														
41 kindergartens.....	1893	1906	2½	2½	2½	1½	0	O.	0	0	X	X	X	X
New Britain, Conn.:	1892	1896	2	2½	2	2	0	Y.	0	0	X	0		0
New Haven, Conn.:														
Zander School.....	1885	1898	2½	3	2	2	0	Y.	0	0	X	X	X	0
Seranton School.....	1885	1898	2½	3	2	2	0		0	0	X	X	X	0
Cedar Street School.....	1885	1898	2½	3	2	2	0	Y.	0	0	X	X	X	0
Winchester School.....	1885	1898	2½	3	2	2	0		0	0	X	X	X	0
Stonington, Conn.:														
Grammar School.....	1904	1904	2½	3	2	2½	0	Y.	0			X		X
Waterbury, Conn.:														
Duggan School.....	1902	1902	2½	3	2	2	0		X		X	0	0	0
Driggs School.....	1902	1902	2½	3	2	2	0		0		X	0	0	0
Margaret Croft School.....	1902	1902	2½	3	2	2	0				X	0	0	0
St. Petersburg, Fla.:														
140 First Street north.....	1906	1912	2½	4	2½		0	O.	X	0	X	0	X	0
Chicago, Ill.:														
Altgeld School.....	1889	1902	2½	3	2	2	0	Y.	0	X	0	0	X	0
Bradwell School.....	1889	1902	2½	2½	2	2	0	Y.	X	X	0	0	X	0
Forestville School.....	1889	1902	2½	3	2	2	0	Y.	0	X	0	0	0	X
Hamline School.....	1889	1902	2½	3	2	2	0		0	X	0	0	X	0
Phil Sheridan School.....	1889	1902	2½	2½	2	2	0	Y.	0	X	0	0	X	0
Ray School.....	1889	1902	2½	3	2	2	0	Y.	X	X			X	0
Lake Forest, Ill.:														
Halsey School.....	1885	1900	2½	2½	2	1½	0		X	0	X		0	X
Moline, Ill.:														
Grant School.....	1903	1903	2½	2½	1½	1½	0	Y.	X	0	X	X	X	X
Lincoln School.....	1903	1903	2½	2½	1½	1½	0	Y.	X	0	X	X	0	X
Willard School.....	1903	1903	2½	2½	1½	1½	0	Y.	X	0	X	X	0	X

[illegible]

6 In the afternoon.  
 7 In the morning.  
 8 An assistant with 45 children.  
 9 When less than 45 children.

1 Summary furnished by supervisor.  
2 Director and cadet.  
3 When enrollment is 60, older ones both sessions; when less, all come both sessions.  
4 This varies with years. Immature children come in afternoon regardless of size of class.  
5 Entire class attend all day.

<sup>1</sup> Summary furnished by supervisor.

2. Director and cadet.

a When enrollment is 60, older ones both sessions; when less, all come both sessions.

• When enrollment is 60, older ones both sessions, when less, an alternate session.  
• This varies with years. Immature children come in a afternoon regardless of size of class.  
• This varies with years.

**• THIS VARIES WITH YEARS. IMMENSE!**  
**• Entire class attend all day.**

TABLE 1.—Double-session kindergartens—Hours, attendance, teachers—Continued.

Institutions.	Year kindergarten established.	Year two sessions introduced.	Length of sessions (hours).				Same children attend both sessions?	Older or younger attend in afternoon?	Afternoon group smaller?	Two kindergartners of equal rank?	A director and assistant?	Is there only one kindergarten?	Advantages outweigh disadvantages?	Are conditions of teachers' work in kindergarten more difficult than primary grade?
			Morning.		Afternoon.									
			Kindergarten.	First grade.	Kindergarten.	First grade.								
Atlantic City, N. J.: Brighton Avenue School.....	1904	1906	2	2½	1½	2	X		0		X		0	0
Illinois Avenue School.....	1904	1907	2	2½	1½	2	X					X		0
East Orange, N. J.: Columbian School.....	1885		2½	2½	1½	1½	X	O.	X	0	X		0	0
Franklin School.....	1885		2½	2½	1½	1½	X	O.			X		X	0
Trenton, N. J.: Carroll Robbins Training School.....	1903	1905	2½	3	2½	2	0	Y.	X	X	X	X	X	0
Girard School.....	1903	1905	2½	3	2½	2	0	Y.	X	X	X	X	X	0
Parker School.....	1903	1905	2½	3	2½	2	X	Y.	X	X	X	X	X	0
Washington School.....	1903	1905	2½	3	2½	2	X	Y.	X	X	X	X	X	0
Buffalo, N. Y.: Annex No. 1.....	1897	1906	2½	2½	1½	1½	0	Y.	X	0	X	X	0	X
Annex No. 7.....	1897	1906	2½	2½	1½	1½	0	Y.	X	0	X	X	0	X
School No. 16.....	1897	1906	2½	2½	1½	1½	0	Y.	X	0	X	X	0	X
School No. 20.....	1897	1906	2½	2½	1½	1½	0	Y.	X	0	X	X	0	X
School No. 61.....	1897	1906	2½	2½	1½	1½	0	Y.			X		0	0
Gloversville, N. J.: Public Schools.....	1888	1888	2½	2½	2	2	1 X					X	0	0
Jamestown, N. Y.: District No. 4.....	1893	1900	2½	1½	2	1½	0		0			X	X	0
District No. 7.....	1893	1900	2½	3	2	1½	0		0	0	X		0	0
District No. 10.....	1893	1900	2½	1½	2	1½	0	Y.	X		0		X	0
Lockport, N. Y.: Public schools.....	1899	1899	2	2½	2	2½	0	Y.	X	0	0	X	X	0
New York, N. Y.: The Bronx, No. 23.....	1893												X	X
Manhattan, No. 12.....	1893												X	X
Rochester, N. Y.: School No. 9.....	1887	1900	2½	2½	2½	2½	0	Y.	0	0	X		0	X
School No. 10.....	1887	1900	2½	2½	2½	2½	0	Y.	0	0	X		X	0
School No. 12.....	1887	1900	2½	2½	2½	2½	0	O.	0	0	X		X	0
School No. 16.....	1887	1900	2½	2½	2½	2½	0	O.	0	0	X		X	0
School No. 19.....	1887	1900	2½	2½	2½	2½	0		0	0	X		0	0

School	Year	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	23
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**4 In 4 schools.**

**3 In 3 schools.**

**Summary furnished by supervisor:**

**When rooms are not crowded.**

TABLE 2.—*Double-session kindergartens—Effects upon teachers and children.*

Institutions.	Effects of two sessions upon teachers as to—						Advantages of two sessions—	
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.
Bisbee, Ariz.: Central School.	No ill effect.	Brighter.	Good.	Not affected.	Not affected.	Not affected.		
Denver, Colo.: 41 kindergartens.	Good.	Good.	do.	Visit on rainy days.	(1)	Good.	(1)	(1)
New Britain, Conn. <sup>2</sup> New Haven, Conn.: Zunder School.	Satisfactory.	Normal.	do.	Fewer.	Sufficient.	do.	More children benefited.	
Scranton school.	No ill effect.	No ill effect.	No ill effect.	Less time.		Less time.	do.	
	do.	Less active in afternoon.	Less energy in afternoon.	do.	Very few.	do.	do.	
Cedar Street School.	Wearing.	Less enthusiasm in afternoon.	No ill effect.	do.	No time.	do.	do.	
Winchester School.	Nerve strain.	More effort in afternoon.	Good.	Not as frequent.	Insufficient.	do.	do.	More experience.
Stonington, Conn.: Grammar School.	do.	Good.	do.	Visit each month.		Good.	None.	None.
Waterbury, Conn.: Duggin School.	do.	Depressing.	Hard to tell.	Little done.	None held.	Little done.	do.	Extra work.
Driggs School.	Less strain.	Better.	Better.	do.	None.	do.	Smaller class.	Work lighter.
Margaret Croft School.			No ill effect.	None.		do.		
St. Petersburg, Fla.: 140 First Street north.	No ill effect.	Better.	Better.	Diminished.	More difficult.	Less time.	Greater opportunity.	Better.
Chicago, Ill.: Altgeld School.	Tax on health.	Fair.	Good.	Little.	Fewer.	Good.	More children benefited.	Better salary.
Bradwell School.	No ill effect.	No ill effect.	do.	Limited.	Limited.	Limited.	do.	Do.
Forestville School.	Wearing.	Negative.	Kept up by effort.	None.	None.	do.	do.	Do.
Hamline School.	No ill effect.	Less buoyancy.	Better.	Little done.	None held.	Less done.	do.	Do.
Phil Sheridan School.	do.	No ill effect.	No ill effect.		Limited.	Reasonable amount.	do.	Do.
Ray School.	do.		Just as good.	Little time.	do.	Less time.	do.	Do.
Lake Forest, Ill.: Halsey School.	Nerve strain.	Not as good in afternoon.	Not as good.	do.		Little time.	do.	Do.
Moline, Ill.: Grant School.	Poorer.	Less buoyancy.	Better work.	Less visiting.	Fewer.	Less study.	More individual work.	Smaller classes.
Lincoln School.	No ill effect.	do.	Good.	No time.	(1)		Better work.	

Willard School.	Nervous strain.	Just as good.	Done after school hours.	Little time.	More individual work.	Do.
Fort Wayne, Ind.:						
James H. Smith School.	Fatiguing	Very good.	Little time.	( <sup>1</sup> )	More children benefited.	Better salary.
Hanna School.	do.	Can not judge.	Can not judge.	( <sup>1</sup> )	do.	Do.
Washington and Jefferson Schools.	Can not judge.	Can not judge.	Can not judge.	( <sup>1</sup> )	do.	Do.
Harner and Bloomingdale Schools.	Nervous disability.	Excellent.	Little done.	( <sup>1</sup> )	Reading circle.	Do.
Nebraska School.	Fatiguing.	Not so good in afternoon.	Little time.	( <sup>1</sup> )	Better grading.	Do.
Madison, Ind.:	No ill effect.					
Egleston School.	More strain.	Not as good.	Little done.	Fewer.	More children benefited.	
Des Moines, Iowa:						
Brooks School.	No ill effect.	Same as in one.	Less time.	Less time.	Fewer in groups.	Smaller classes.
Bird School.	No ill effect.	Better work.	Little done.	Same effect.	More attention.	Less confusion.
Elmwood School.	No ill effect.	Not as good.	Less time.	Less time.	More freedom.	Do.
Garfield School.	Over tired.	do.	Much less.	do.	Better work.	Better.
Grant School.	No ill effect.	Better.	Not as frequent.	Same effect.	do.	Do.
Henry Sabin School.	Less nerve strain.	No ill effect.	Same effect.	No ill effect.	More individual work.	Do.
Cattel School.	No ill effect.	Not as good.	Little time.	Less time.	do.	Do.
Webster School.	Is affected.	Interest lags.	Little done.	Not frequent.	Better work.	Do.
Grinnell, Iowa:						
Cooper School.	Wearing.	Good.	Not as much.	Fewer.	Keen interest.	Stronger in her work.
Parker School.	Good.	Better.	Little done.	Frequent.	More children benefited.	Better.
South School.	No ill effect.	Satisfactory.	Not as much.	Little time or strength.	More individual work.	Two short sessions not so hard.
Atchison, Kans.:	No ill effect.	Excellent.	Little done.	Much work done.	Less wearing.	
Ingalls School.	Bad effect.	Not affected.	Limits visits.	Limits meetings.	None.	
Calumet, Mich.:	Some strain.	Not affected.			Do.	
Public schools.	Not affected.					
Garfield School.	Not affected.					
Holmes School.	Not affected.					
Phint, Mich.:	Not affected.					
Doyle School.	Not affected.					
Kalamazoo, Mich.:	Not affected.					
Vine Street School.	Not affected.					
Duluth, Minn.:	Not affected.					
Washington School.	Not affected.					
Winona, Minn.:	Not affected.					
Koschisko School.	Not affected.					
Madison and Jefferson Schools.	Not affected.					

<sup>1</sup> Parent-Teachers' Club once a month.

<sup>2</sup> Summary furnished by supervisor.

<sup>3</sup> Makes the kindergarten an integral part of school system.

<sup>4</sup> Monthly meetings.

<sup>5</sup> Mothers' "Child Welfare League" takes place of visiting and mothers' meetings; meet once a month.

TABLE 2.—*Double-session kindergartens—Effects upon teachers and children—Continued.*

Institutions.	Effects of two sessions upon teachers as to—						Advantages of two sessions—	
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.
St. Louis, Mo.: Dorier School..... Marquette School.....	Fair. Strain on health.	Good. Less buoyant.....	Varies. Not as good.....	Limited.....	Limited.....	Limited..... do.....	Keep children off the streets. Better.....	More salary. Do. Better.
Wyman School..... Walpole, N. H.: North Walpole School..... Atlantic City, N. J.: Brighton Avenue School.....	Beneficial. No effect. Fatiguing. No effect.	Good. No ill effect. Less buoyant..... No ill effect.....	Good. Not affected. Less spontane- ous. No ill effect.....	Limited. Not affected. Little done..... do.....	None. Limits meetings. No ill effect.....	Not affected..... do..... Limited..... No ill effect.....	None..... (?)..... None..... Better.....	None. Do. Questionable. None.
Illinois Avenue School..... East Orange, N. J.: Columbian School..... Franklin School..... Trenton, N. J.: Carroll Robbins Training School..... Girard School.....	More wearing. Fair. Not affected. Not as good.	Less buoyancy. do..... do..... Less spontane- ity.	Not as good. do..... Best work in morning. Not the best.	Less visiting. Much less..... No difference.....	Less frequent. do..... No difference.....	Not much time. Fewer courses..... No difference.....	Grouped better..... More individual attention..... Grouped better..... More children benefited.	Do. Questionable. None. Less tiring. Better. Do.
Washington School..... Buffalo, N. Y.: Annex No. 1..... Annex No. 7.....	Can not say. Not beneficial.	Is affected. Most buoyant in morning.	Same work done. Not as good.	Just the same. Less.....	No difference..... do.....	Limited..... Less time and strength..... do.....	None. Better opportu- nity to study children. Less confusion. Less nerve strain. Better.	None. Better opportu- nity to study children. Less confusion. Less nerve strain. Better.
School No. 16..... School No. 20..... School No. 51..... Gloversville, N. Y.: Public Schools.....	No ill effect. Nervous strain.	No ill effect. Is affected.	High standard. Is affected.	Satisfactory. Insufficient time. Very little done.	Less frequent. Satisfactory. Insufficient time. Just established.	Not much time. do..... do..... Not much done.	do..... do..... do..... do.....	None. do..... do..... do.....
Jamestown, N. Y.: District No. 4..... District No. 7..... District No. 10..... Lockport, N. Y.: Public schools.....	Exhausts vital- ity. Not as good. No ill effect.	Reduces spon- taneity. do..... No ill effect.	Slightly affected. Not as good. No ill effect.	do..... do..... None.	(?)..... Little done..... do.....	Limited..... Little done..... No difference.	Better..... None..... More children benefited. Grouped better.....	Less fatigue. None. do..... Smaller number.

New York, N. Y.:	Better	Higher grade work.	Lessened.	Frequent as necessary.	Lessened.	More individual work.	Better.
The Bronx No. 23.....	do.	Better.	Sacrificed.	Sacrificed.	Sacrificed.	do.	Do.
Manhattan No. 12.....	do.	do.	do.	Infrequent.	Limited.	do.	None.
Rochester, N. Y.:							
School No. 9.....	Nervous exhaustion.	Less buoyancy.	Limited.	Can have but few.	Takes away desire.	No advantages.	Do.
School No. 10.....	Exhausting.	Makes drudges.	Curtailed.	Infrequent.	Limited.	Smaller groups.	Smaller number.
School No. 12.....	No ill effect.	Not as good.	do.	Not as frequent.	do.	More individual work.	Smaller classes.
School No. 16.....	Is affected.	Is affected.	do.	do.	Great exertion.	do.	Do.
Syracuse, N. Y.:							
School No. 19.....	Very strenuous.	do.	do.	do.	do.	do.	Do.
Clinton School.....	Good.	Good.	Satisfactory.	Infrequent.	Satisfactory.	do.	Do.
Grace School.....	No ill effect.	No ill effect.	Limited.	Limited.	Limited.	do.	Do.
Putnam School.....	More physical work.	Less buoyancy.	do.	do.	Not much time or energy.	More children benefited.	Do.
Utica, N. Y.:							
Sumner School.....	No ill effect.	No difference.	do.	Infrequent.	No difference.	do.	Better.
Faxon School.....	Strain.	Not as buoyant.	Just the same.	do.	Little time.	do.	Larger salary.
Blucker School.....	Good, with care.	Good.	do.	Not as frequent.	Some.	do.	Do.
Yonkers, N. Y.:							
School No. 7.....	Uses up vitality.	No ill effect.	Less visiting.	Fewer.	Not much time.	do.	Smaller classes.
School No. 12.....	Same as primary.	No difference.	Varies.	Satisfactory.	Limited.	More freedom.	Do.
School No. 18.....	Strain.	Same as primary.	Less visiting.	Infrequent.	do.	More individual work.	Do.
Cleveland, Ohio:							
Boulevard School.....	No ill effect.	Weariness in afternoon.	Limited.	No meetings.	do.	More children benefited.	Smaller classes.
Lincoln School.....	Not as good.	Less buoyancy.	do.	Limited.	do.	do.	None.
Quincy School.....	Nervous strain.	do.	do.	No meetings.	Limited.	do.	Do.
7th School.....	No ill effect.	Less spontaneity.	Less.	Entirely eliminated.	Lack of time and energy.	do.	Smaller classes.
Dayton, Ohio:							
Allen School.....	No difference.	No difference.	Not as much.	Not much time.	No difference.	More individual attention.	do.
Franklin School.....	Not affected.	Not affected.	Not much time.	( <sup>1</sup> )	Not as much time.	do.	do.
McKinley School.....	do.	do.	Fewer.	( <sup>1</sup> )	Limited.	More children benefited.	Easier.
Webster School.....	do.	do.	Not affected.	( <sup>1</sup> )	No difference.	More freedom.	do.
Newport, R. I.:							
Public schools.....	Good.	Not affected.	Very little.	Limited.	Very little.	do.	do.

<sup>1</sup> Children who have had home surroundings have better environment by longer time.

<sup>2</sup> Held once a month in connection with all grades of the school.

<sup>3</sup> Mothers' Clubs meet once a month.

TABLE 2.—*Double-session kindergartens—Effects upon teachers and children—Continued.*

Institutions.	Effects of two sessions upon teachers as to—							Advantages of two sessions—	
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.	
Salt Lake City, Utah: Franklin School.....	Fatigue.....	No ill effect.....	Not as good.....	Limited.....	.....	Not much time.....	More individual work.	On teachers.	
Wasatch School.....	Not affected.....	do.....	No ill effect.....	Little time left.....	(1).....	Limited.....	More children benefited.	Better.	
Seattle, Wash.: Public schools.....	No effect.....	do.....	Very good.....	Varies.....	Limited.....	As favorable as other grades.....	More individual work.	Smaller groups.	
Appleton, W's.: Lincoln School.....	Excellent.....	Very good.....	Satisfactory.....	Satisfactory.....	.....	Limited.....	Greater adaptability.	Do.	
Evan Clark, W's.: Tenth Ward School.....	Taxing.....	Taxing.....	Morning hours best.	Limited.....	Limited.....	do.....	Better.....	Better.	
Fond du Lac, W's.: McKinley School.....	No ill effect.....	Less buoyancy.....	Superior.....	.....	.....	.....	Not so crowded.	Discipline not so difficult.	
Union School.....	do.....	do.....	.....	.....	(1).....	.....	More individual work.	Better able to meet needs of each.	
Kenosha, Wis.: Milwaukee, Wis.: Thirty-seventh St. School.....	Good..... May be affected.....	Good..... More buoyant.....	Good..... Better work done.....	Less visiting..... Not much time.....	Less frequent..... Not much time.....	Limited.....	Smaller number.....	Better results.	
Dover St. School.....	Not affected.....	Good.....	Good.....	Satisfactory.....	Infrequent.....	Satisfactory.....	Better grouped.....	More time to devote to each class.	
Twentieth St. School.....	do.....	do.....	do.....	Irregular.....	Irregular.....	do.....	More individual work.	Less strain.	
Scott St. School.....	do.....	do.....	do.....	No time.....	No time.....	do.....	Smaller classes.....	Fewer children.	
Forest Home Ave. School.....	.....	.....	.....	Infrequent.....	Infrequent.....	.....	do.....	More individual work.	
Clark St. School.....	Good.....	Good.....	Excellent.....	Not enough.....	Varies.....	Satisfactory.....	More children benefited.	Experience.	
Sheboygan, Wis.: Franklin School.....	Better.....	Better.....	More individual work can be done.....	No difference.....	The same.....	The same.....	Better grouped.....	Smaller classes.	
Jefferson School.....	do.....	do.....	Better.....	Not as much.....	Not as many.....	Not as much.....	More individual work.	Better results.	
U. S. Grant School.....	Some nervous strain.....	.....	.....	Irregular.....	(1).....	Satisfactory.....	do.....	Do.	
								Fewer children.	

1 Mothers' Clubs meet once a month.

2 Summary furnished by supervisor.

UNITED STATES BUREAU OF EDUCATION  
BULLETIN, 1915, NO. 25 . . . . . WHOLE NUMBER 652

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# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES

DEPARTMENT OF THE INTERIOR  
UNIVERSITY EXTENSION DIVISION



BUREAU OF PUBLIC EDUCATION  
UNIVERSITY EXTENSION DIVISION

WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1915

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TABLE 2.—*Double-session kindergartens—Effects upon teachers and children—Continued.*

Institutions.	Effects of two sessions upon teachers as to—						Advantages of two sessions—	
	Physical health.	Mental attitude.	Quality of work.	Home visiting.	Holding mothers' meetings.	Professional study.	On children.	On teachers.
Salt Lake City, Utah: Franklin School.....	Fatigue.....	No ill effect.....	Not as good.....	Limited.....	.....	Not much time.....	More individual work. More children benefited.	Smaller groups. Better.
Wasatch School.....	Not affected.....	do.....	No ill effect.....	Little time left.....	( <sup>1</sup> ).....	Limited.....	.....	.....
Seattle, Wash.: Public schools.....	No effect.....	do.....	Very good.....	Varies.....	Limited.....	As favorable as other grades.	More individual work.	Smaller groups.
Appleton, Wis.: Lincoln School.....	Excellent.....	Very good.....	Satisfactory.....	Satisfactory.....	.....	Limited.....	Greater adaptability.	Do.
Eau Claire, Wis.: Tenth Ward School.....	Taxing.....	Taxing.....	Morning hours best.	Limited.....	Limited.....	do.....	Better.....	Better.
Pond du Lac, Wis.: McKinley School.....	No ill effect.....	Less buoyancy.....	Superior.....	.....	.....	.....	Not so crowded.	Discipline not so difficult.
Union School.....	do.....	do.....	.....	.....	( <sup>1</sup> ).....	.....	More individual work.	Better able to meet needs of each.
Kanasha, W'g. <sup>2</sup> Minwaukee, W'g.: Thirty-seventh St. School.....	Good.....	Good.....	Good.....	Less visiting.....	Less frequent.....	Limited.....	Smaller number.	Better results.
Dover St. School.....	Not affected.....	Good.....	Better work done.	Not much time.....	Not much time.....	.....	Better grouped.....	More time to devote to each class.
Twentieth St. School.....	do.....	do.....	Good.....	Satisfactory.....	Infrequent.....	Satisfactory.....	More individual work.	Less strain.
Scott St. School.....	do.....	do.....	do.....	Irregular.....	Irregular.....	do.....	Smaller classes.....	Fewer children.
Forest Home Ave. School.....	.....	do.....	do.....	No time.....	No time.....	do.....	do.....	More individual work.
Clark St. School.....	Good.....	Good.....	Excellent.....	Infrequent.....	Infrequent.....	.....	More children benefited.	Experience.
Sheboygan, Wis.: Franklin School.....	Better.....	Better.....	More individual work can be done.	Not enough.....	Varies.....	Satisfactory.....	Better grouped.....	Smaller classes.
Jefferson School.....	do.....	do.....	Better.....	No difference.....	The same.....	The same.....	do.....	Better results.
U. S. Grant School.....	Some nervous strain.	do.....	.....	Not as much.....	Not as many.....	Not as much.....	More individual work.	Do.
				Irregular.....	( <sup>1</sup> ).....	Satisfactory.....	do.....	Fewer children.

<sup>1</sup> Mothers' Clubs meet once a month.<sup>2</sup> Summary furnished by supervisor.

UNITED STATES BUREAU OF EDUCATION  
BULLETIN, 1915, NO. 25 . . . . . WHOLE NUMBER 652

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# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES

BUREAU OF EDUCATION  
UNIVERSITY EXTENSION DIVISION



BUREAU OF EDUCATION  
UNIVERSITY EXTENSION DIVISION

WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1915



UNITED STATES BUREAU OF EDUCATION  
BULLETIN, 1915, NO. 25 - - - - - WHOLE NUMBER 652

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# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1915

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## STATISTICS OF PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

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Special statistical reports on public, society, and school libraries have been published periodically by the United States Bureau of Education. Nine of these reports have appeared in the past 40 years; the last one, preceding the present 1913 report, presented the statistics of 1908. The earlier reports included the names of all libraries reporting over 300 volumes. In 1893, libraries of less than 1,000 volumes were not included in the published lists, and by 1908 the increase in the number of libraries made it necessary to limit the published list to libraries having 5,000 volumes and over.

The special report for 1913 undertakes to present the statistics of libraries having 5,000 volumes and over, arranged in two groups. The names of 1,844 public and society libraries, with the names of librarians and the more important items of statistics, are given in Tables 35 and 36, while similar information for 1,005 school and college libraries will be found in Tables 37 and 38.

### PUBLIC AND SOCIETY LIBRARIES.

Tables 1 to 9 summarize the statistics of the 1,844 public and society libraries, including corporation and association libraries. These libraries had 1,652 branches and reported an aggregate of 50,031,382 volumes. Additions amounting to 3,063,870 volumes were made by 1,702 of the libraries, and 1,282 librarians reported 7,209,690 borrowers' cards in force. The issues of books for use outside of the library, as reported by 1,387 librarians, aggregated 97,718,299 volumes. Of this number, 26,600,919 were issued for the use of children in 898 libraries. The number of visitors to the reading rooms of 503 libraries was 19,986,390. The number of libraries reported as entirely free to the public was 1,446, while 111 were free for reference. Apparently 1,241 libraries own the buildings they occupy, while the cost of 1,032 of these aggregated \$74,542,960.

Of the 1,844 public and society libraries, 579 received \$4,321,221 from direct taxation, while 878 received \$7,665,896 from public appropriations. The aggregate income of 1,685 libraries was \$16,304,128, as shown in Table 8. The amount expended for books by 1,597 libraries was \$2,932,022 for the year; 1,568 paid \$7,270,135 for salaries, the aggregate expenditure of 1,659 libraries being \$14,756,576, as will be seen from Table 9.

## SCHOOL AND COLLEGE LIBRARIES.

Tables 10 to 18 summarize the statistics of 1,005 school and college libraries reporting 5,000 volumes and over. These libraries had 754 branches and an aggregate of 25,081,553 volumes. The additions made to 846 of these libraries amounted to 1,323,213 volumes. Borrowers' cards to the number of 909,275 were in force during the year, 386 of the libraries having made 13,612,778 issues of books for use outside the library. Only 70 libraries reported the issue of 9,213,588 books for juvenile use, and 95 reported 3,025,428 reading-room visitors. The cost of buildings owned by 247 libraries aggregated \$16,376,118, while 144 possess \$9,997,979 in permanent endowment funds, as shown in Table 15.

Tables 17 and 18 summarize the financial statistics of school and college libraries so far as reported. Receipts aggregating \$3,268,399 were reported by 756 libraries, while 749 reported expenditures aggregating \$3,158,507. Of this sum 718 libraries paid \$1,216,863 for books and 560 paid \$1,404,747 for salaries.

## COMBINED STATISTICS.

Table 19 combines certain statistics of public, society, and school libraries. The 2,849 libraries of 5,000 volumes and over had 75,112,935 volumes in 1913. Table 20 shows that there was an increase of 551 over the number of libraries reporting in 1908 and an increase of 19,762,772 in the number of volumes, the percentage of increase being 35.70. It is true that most of the 551 new libraries placed on the "5,000 list" in 1913 were of the number reporting between 1,000 and 5,000 in 1908. We may estimate that 551 libraries averaged 3,000 volumes five years ago, a total of 1,653,000, leaving a net increase of 18,109,772, or about 32 per cent.

## THE SMALLER LIBRARIES.

Tables 24 to 28 summarize the statistics of 2,188 public and society libraries reporting 1,000 to 4,999 volumes in 1913, while Tables 29 to 33 show similar statistics for 3,265 school libraries reporting 1,000 to 4,999 volumes. Table 34 shows that the 5,453 libraries of the two classes had 11,689,942 volumes.

In addition to the 8,302 public, society, and school libraries represented in these statistical summaries, there are thousands of smaller libraries. There may be also hundreds of libraries having over 1,000 volumes failing to furnish statistics for this report. It is believed, however, that nearly all of those having more than 5,000 volumes are listed in this bulletin.

Returns were received from 5,384 public, society, and school libraries having between 300 and 1,000 volumes. The aggregate number

of volumes reported by these small, but useful, libraries was 2,961,007, of which number 160,410 had been added within a year by 2,420 of these libraries.

Of the 5,384 smaller libraries, 569 were public and society libraries, having 366,379 volumes. The number of volumes added by 352 of these libraries during the year was 34,614. Borrowers' cards to the number of 62,433 issued by 272 of these libraries were in force in 1913, and 191 libraries issued 343,544 volumes for outside use.

The 4,815 school libraries having each between 300 and 1,000 volumes reported 2,594,628 volumes, 125,796 having been added during the year by 2,068 libraries. Borrowers' cards to the number of 78,597 issued by 518 libraries were in force and 614 reported the issue of 326,047 volumes for outside use.

#### COLLECTING THE STATISTICS.

This bureau has a list of nearly 18,000 public, society, and school libraries. The schedules requesting statistics for 1913 were sent to all of these about the middle of that year. The returns came in slowly and many of them imperfectly made out. Before the close of 1914 six separate requests for information had been sent to delinquent librarians. The returns which could be tabulated numbered 13,686. In addition something over 2,000 returns were received from libraries having less than 300 volumes, leaving about 2,000 libraries from which no reports could be obtained. Following is a copy of the schedule sent to all the libraries:

#### DEPARTMENT OF THE INTERIOR,

##### BUREAU OF EDUCATION,

WASHINGTON, D. C.

**TO THE LIBRARIAN:** Please fill this form and forward it without delay to the Commissioner of Education, Washington, D. C., using the inclosed penalty envelope. The form is general, and contains, therefore, many questions which do not apply to your library. Please answer definitely the questions that do apply and avoid those that do not. The time in which the report must be prepared for publication is very short, and you are urged to return this form within a few days. No report on libraries has been made since 1908.

#### SPECIAL REPORT ON LIBRARIES, 1913.

1. Name of library.....
2. Post office..... State.....
3. Date of establishment..... If the library has been consolidated, reorganized, or reestablished, state date of each important change.....
4. Write plainly the name of the librarian.....
5. Is the library controlled by the National Government, State, city, or village, a corporation, university or college, college society, school or school system, society or association, or by an institution other than educational?.....
6. Is it a general library, or is it mainly scientific, educational, historical, theological, law, medical, or otherwise special in its character?.....
7. Is the library entirely free to the public?..... If so, in what year was it made free?.....  
Is it free to the students of the college or school?..... Is a membership or subscription fee charged?..... Is it free to the public for reference?.....

8. Does the library lend books to the people of the county or township as well as to those of the city in which it is located?..... If so, under what conditions?.....
9. Does the library lend sets of books or collections to schools?..... If not, what kind of cooperation has the library with the public-school system?.....
10. Number of borrowers' cards now in force according to the rules of the library.....
11. Number of books issued during the past year for use outside the library..... Of these, how many were issued from the children's department or for juvenile use?.....
- [In accordance with the rules drawn up by the A. L. A. Committee on Library Administration, books lent through branches and delivery stations and books sent to deposit stations will be counted, but not books lent from deposit stations. Books lent for pay and periodical numbers should be counted.]
12. Number of visitors during the past year to reading rooms, including periodical and newspaper reading room.....
13. Between what hours is the library open daily?..... Is it closed on Sundays and holidays?.....
14. Number of bound volumes in the main library.....  
Number bound volumes in all the branches.....
- Total (including duplicates).....
15. Number of bound volumes added during the past year.....  
Value of these additions, \$.....
16. What collections of books in the library are especially notable for their size or value?.....
17. How many branches has the library?.....
18. Number of paid employees (not including building force): For the main library, .....; for branch libraries, .....
19. Building force (engineers, janitors, doorkeepers, cleaners, etc.): For the main library, .....; for branch libraries, .....
20. Salaries in the main library: Librarian, \$.....; first assistant, \$.....; heads of departments, \$..... to \$.....; assistants, \$..... to \$.....; pages, \$..... to \$.....; other employees, \$..... to \$.....
21. Salaries in branch libraries: Librarians, \$.....; assistants, \$..... to \$.....; other employees, \$..... to \$.....
22. Does the library occupy a rented building?..... Does it occupy a building or part of a building furnished free to the library?..... Does it occupy its own building?.....  
If so, what was the cost of the building (exclusive of grounds)?.....  
Source of the funds for erecting the building.....
23. Estimated present value of library building and grounds, \$.....
24. Is a public tax levied for the support of the library?..... If so, what is the rate?.....
25. Income for the past fiscal year:
- (a) Received directly from public taxation.....\$.....
- (b) Appropriated by State, county, or city.....\$.....
- (c) Allotment by institution or society.....\$.....
- (d) Derived from permanent productive funds.....\$.....
- (e) From all other sources.....\$.....
- (f) Total receipts for the year.....\$.....
- Does the above total include any sum appropriated or secured as a building fund?.....  
If so, how much? \$.....
26. Expenditures for the past fiscal year:
- (a) For books and pamphlets.....\$.....
- (b) For periodicals.....\$.....
- (c) For binding.....\$.....
- (d) For rents.....\$.....
- (e) For light, heat, etc.....\$.....
- (f) For salaries of library and building force.....\$.....
- (g) For all other purposes (except for building).....\$.....
- (h) Total expenditures for the year.....\$.....

(Signature and title of officer making this report.)

(Post office and street address.)

The above schedule calls for about 70 items and subitems. More prompt and satisfactory returns could have been obtained by issuing a questionnaire less comprehensive in its scope. An examination of the tables of detailed statistics will show that even many of the larger libraries failed to furnish all the desired information.

The Bureau of Education is indebted to most of the following State library commissions for assistance in revising the list of libraries on file in this office.

EXECUTIVE OFFICERS OF STATE LIBRARY COMMISSIONS.<sup>1</sup>

Executive officer.	Post-office address.	Name of commission.
Thomas M. Owen, director.....	State Capitol, Montgomery, Ala.	State department of archives and history, library extension division.
James L. Gillis, State librarian.....	Sacramento, Cal.....	California State library.
C. R. Dudley, president.....	Public Library, Denver, Colo.	State board of library commissioners.
Carrie M. Cushing, librarian and clerk.	The Capitol, Denver, Colo.	State traveling library commission.
Mrs. Belle H. Johnson, library visitor.	State Capitol, Hartford, Conn.	Connecticut public library committee.
Thomas W. Wilson, secretary.....	State Library, Dover, Del.	State library commission.
Mrs. Percival Sneed, organizer.....	Carnegie Library, Atlanta, Ga.	Do.
Margaret S. Roberts, secretary.....	State House, Boise, Idaho.	Do.
Anna M. Price, secretary.....	Springfield, Ill.....	Illinois library extension commission.
Henry N. Sanborn, secretary.....	State House, Indianapolis, Ind.	State public library commission.
Julia A. Robinson, secretary.....	State Historical Building, Des Moines, Iowa.	State library commission.
Mrs. Adrian Greene, secretary.....	State Library, Topeka, Kans.	Kansas traveling libraries commission.
Fannie C. Rawson, secretary.....	Capitol, Frankfort, Ky..	Kentucky library commission.
Henry C. Prince, secretary.....	State Library, Augusta, Me.	State library commission.
Bernard C. Steiner, secretary.....	Enoch Pratt Free Library, Baltimore, Md.	Maryland public library commission.
E. Louise Jones, temporary agent...	State Library, Boston, Mass.	Massachusetts free public library commission.
Mrs. Mary C. Spencer, secretary.....	State Library, Lansing, Mich.	State board of library commissioners.
Clara F. Baldwin, secretary.....	The Capitol, St. Paul, Minn.	State public library commission.
Elizabeth B. Wales, secretary.....	202 Washington Street, Jefferson City, Mo.	Missouri library commission.
Charlotte Templeton, secretary.....	The Capitol, Lincoln, Nebr.	State public library commission.
Arthur H. Chase, secretary.....	State Library, Concord N. H.	Do.
Henry C. Buchanan, secretary.....	State Library, Trenton, N. J.	Do.
William R. Watson, chief of division.	Albany, N. Y.....	Division of educational extension, University of the State of New York.
Minnie W. Leatherman, secretary...	Raleigh, N. C.....	North Carolina library commission.
Mrs. Minnie C. Budlong, secretary and director.	The Capitol, Bismarck, N. Dak.	State public library commission.
J. H. Newman, secretary.....	State Library, Columbus, Ohio.	State board of library commissioners.
Cornelia Marvin, librarian.....	Supreme Court Building, Salem, Oreg.	State library.
T. L. Montgomery, secretary.....	State Library, Harrisburg, Pa.	Pennsylvania free library commission.
Walter E. Ranger, secretary.....	State House, Providence, R. I.	State committee on libraries, Rhode Island State education department.
Lily M. E. Borresen, field librarian...	State House, Pierre, S. Dak.	State free library commission.
Mrs. Pearl W. Kelley, director.....	Nashville, Tenn.....	Tennessee department of education, division of library extension.
Ernest W. Winkler, secretary.....	State Library, Austin, Tex.	State library and historical commission.
Howard R. Driggs, secretary.....	University of Utah, Salt Lake City, Utah.	Library gymnasium of State board of education.
Mary E. Downey, State library organizer.	Salt Lake City, Utah....	Do.
Rebecca W. Wright, secretary.....	34 Elm Street, Montpelier, Vt.	State free public library commission.
H. R. McIlwaine, librarian.....	State Library, Richmond, Va.	Virginia State library.
J. M. Hitt, secretary.....	State Library, Olympia, Wash.	State library commission.
Matthew S. Dudgeon, secretary.....	The Capitol, Madison, Wis.	Wisconsin free library commission.

<sup>1</sup> Thirty-six States have library commissions, as here indicated.

## DIRECTORS OF LIBRARY SCHOOLS.

Location.	Name of Institution.	Director.
Sacramento, Cal.....	California State Library School.....	James L. Gillis, director.
Atlanta, Ga.....	Library Training School (Carnegie Library).....	Mrs. Percival Sneed, principal.
Urbana, Ill.....	University of Illinois Library School.....	Phineas L. Windsor, director.
Boston, Mass.....	Simmons College School of Library Science.....	June R. Donnelly, director.
Albany, N. Y.....	New York State Library School.....	James I. Weyer, jr., director.
Brooklyn, N. Y.....	Pratt Institute School of Library Science.....	Edward T. Stevens, director.
New York, N. Y.....	Library School of the New York Public Library.....	Mary W. Plummer, principal.
Syracuse, N. Y.....	Syracuse University Library School.....	E. E. Sperry, director.
Cleveland, Ohio.....	Western Reserve Library School (Western Reserve University).	Alice S. Tyler, director.
Do.....	Cleveland Public Library.....	
Pittsburgh, Pa.....	Training School for Children's Librarians (Carnegie Library), Schenley Park.	Sarah C. N. Bogle, director.
Madison, Wis.....	Wisconsin Library School (Wisconsin Free Library Commission and the University of Wisconsin).	Matthew S. Dudgeon, director.

TABLE 1.—*Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.*

## BOOKS, ADDITIONS, CARDS IN FORCE

States.	Libraries reporting.	Branch libraries.	Volumes.	Volumes added during past year.		Borrowers' cards in force.	
				Libraries reporting.	Volumes.	Libraries reporting.	Number of cards.
1	2	3	4	5	6	7	8
United States.....	1,844	1,652	50,031,382	1,702	3,063,870	1,282	7,209,690
North Atlantic Division.....	954	1,031	24,627,921	897	1,429,193	639	3,340,815
North Central Division.....	506	259	13,576,414	518	866,401	452	2,489,997
South Atlantic Division.....	98	44	6,430,731	79	273,540	38	251,549
South Central Division.....	74	31	1,933,649	68	116,964	42	327,285
Western Division.....	152	287	3,462,667	140	372,772	111	820,144
North Atlantic Division:							
Maine.....	54	9	700,437	51	31,446	37	78,752
New Hampshire.....	52	7	767,429	51	25,535	39	73,093
Vermont.....	29	6	400,062	29	24,741	18	43,878
Massachusetts.....	268	154	7,380,024	275	273,820	189	693,365
Rhode Island.....	44	5	884,181	41	37,393	35	80,641
Connecticut.....	84	35	1,515,900	79	82,296	65	168,549
New York.....	214	112	7,842,621	202	634,028	134	1,238,306
New Jersey.....	58	42	1,409,177	52	114,610	44	370,997
Pennsylvania.....	131	661	3,728,070	117	206,625	78	593,238
North Central Division:							
Ohio.....	91	80	2,625,623	86	201,245	70	526,718
Indiana.....	61	12	1,025,308	60	74,582	53	227,344
Illinois.....	112	48	3,168,766	99	155,252	89	483,793
Michigan.....	61	37	1,379,197	49	92,961	51	250,338
Wisconsin.....	56	19	1,240,534	54	80,542	49	251,961
Minnesota.....	31	20	925,009	29	72,386	22	178,235
Iowa.....	62	22	1,004,123	58	65,199	54	200,859
Missouri.....	27	15	1,128,240	24	73,361	18	175,859
North Dakota.....	6	2	72,928	5	4,471	4	8,867
South Dakota.....	8	1	83,866	6	2,803	4	10,078
Nebraska.....	18	1	370,634	18	17,892	15	78,404
Kansas.....	33	2	552,188	30	25,707	23	77,451
South Atlantic Division:							
Delaware.....	5	.....	173,661	4	4,792	2	15,342
Maryland.....	18	20	929,146	14	35,679	7	63,301
District of Columbia.....	87	19	4,446,255	29	194,980	5	47,487
Virginia.....	7	2	178,628	5	6,626	4	12,980
West Virginia.....	5	.....	140,813	5	9,244	3	21,529
North Carolina.....	10	.....	183,298	8	5,117	8	19,352
South Carolina.....	5	.....	134,053	5	2,972	2	2,406
Georgia.....	8	2	206,070	6	12,531	5	70,215
Florida.....	3	1	38,837	3	3,699	2	8,938
South Central Division:							
Kentucky.....	12	9	392,998	11	29,259	5	70,350
Tennessee.....	8	10	363,105	7	15,300	5	70,779
Alabama.....	13	4	202,943	12	14,820	7	26,286
Mississippi.....	3	1	120,000	2	5,800	2	829
Louisiana.....	5	5	254,687	5	10,041	1	23,017
Texas.....	21	2	343,032	19	24,004	14	93,390
Arkansas.....	5	.....	167,147	5	9,291	2	5,265
Oklahoma.....	7	.....	89,737	7	8,449	6	37,399
Western Division:							
Montana.....	14	2	235,216	11	14,522	11	115,402
Wyoming.....	4	2	91,198	4	3,687	4	8,996
Colorado.....	23	7	453,407	21	26,261	16	72,742
New Mexico.....	2	.....	15,700	2	1,744	.....	.....
Arizona.....	5	.....	50,364	4	2,646	3	5,149
Utah.....	3	1	74,925	3	9,115	2	29,454
Nevada.....	2	.....	78,525	2	4,547	2	3,735
Idaho.....	4	.....	59,106	4	12,145	2	11,651
Washington.....	10	19	382,037	10	60,496	8	116,858
Oregon.....	10	21	322,025	8	37,761	5	66,710
California.....	75	235	1,700,166	71	199,849	58	390,448

TABLE 2.—Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.

## BOOKS ISSUED, VISITORS TO READING ROOM, LIBRARY EMPLOYEES.

States.	Books issued for use outside library.		Books issued for juvenile use.		Visitors to reading room.		Paid library employees.		Building force, janitors, etc.	
	Libraries reporting.	Volumes issued.	Libraries reporting.	Volumes issued.	Libraries reporting.	Visitors.	Libraries reporting.	Number of employees.	Libraries reporting.	Number of employees.
1	2	3	4	5	6	7	8	9	10	11
United States.....	1,387	97,718,290	898	26,600,919	503	19,986,390	1,077	10,878	1,135	2,530
North Atlantic Division.	729	48,069,180	418	13,799,609	235	8,645,066	867	5,375	569	1,221
North Central Division..	452	32,687,908	349	8,880,880	181	6,667,299	523	3,185	384	769
South Atlantic Division..	41	3,047,127	20	502,818	18	828,206	82	887	40	216
South Central Division..	48	3,000,918	32	908,556	18	670,045	62	312	46	84
Western Division.....	117	10,913,106	79	2,509,066	51	3,175,754	143	1,119	96	260
North Atlantic Division:										
Maine.....	44	959,703	19	109,151	8	175,523	48	112	36	41
New Hampshire.....	42	996,984	17	117,438	10	126,343	52	114	35	30
Vermont.....	23	601,302	16	146,214	2	24,719	26	56	20	21
Massachusetts.....	236	11,070,888	108	1,917,711	42	259,469	270	1,491	193	349
Rhode Island.....	36	896,909	14	121,642	7	73,811	43	151	21	45
Connecticut.....	73	2,901,486	57	716,413	18	284,181	76	252	56	83
New York.....	147	18,849,045	101	7,613,922	81	2,735,453	189	2,006	105	401
New Jersey.....	44	4,947,149	34	797,223	19	602,016	55	363	40	88
Pennsylvania.....	84	6,845,714	52	2,259,895	48	4,363,571	108	830	62	154
North Central Division:										
Ohio.....	69	7,058,308	52	1,976,701	20	2,190,427	85	886	63	165
Indiana.....	53	2,653,795	40	1,010,639	15	327,193	59	231	48	70
Illinois.....	90	6,683,122	73	1,044,464	49	1,407,784	107	604	73	149
Michigan.....	45	3,451,108	28	785,592	19	826,892	50	341	34	71
Wisconsin.....	50	3,364,523	45	1,093,861	12	328,651	54	238	45	88
Minnesota.....	24	2,590,496	22	777,775	14	413,659	27	184	16	33
Iowa.....	54	2,095,683	35	643,226	16	366,412	59	200	49	60
Missouri.....	16	2,946,641	13	1,044,387	7	119,891	20	325	17	85
North Dakota.....	4	86,808	2	16,608	2	9,094	6	13	2	2
South Dakota.....	5	109,960	4	28,652	5	128,071	8	20	8	3
Nebraska.....	15	765,285	14	249,673	8	298,600	18	50	13	20
Kansas.....	27	882,239	21	209,302	13	250,625	30	84	21	23
South Atlantic Division:										
Delaware.....	1	247,664	1	67,860	.....	.....	4	23	2	3
Maryland.....	7	852,580	2	20,300	3	35,024	15	158	7	33
District of Columbia.	9	791,473	1	215,737	4	320,713	29	590	4	141
Virginia.....	5	111,584	2	13,878	2	80,394	6	26	4	6
West Virginia.....	3	180,140	3	34,292	.....	.....	5	17	3	3
North Carolina.....	6	161,031	4	22,278	4	172,348	10	21	7	11
South Carolina.....	3	69,092	2	11,261	2	18,823	5	9	4	5
Georgia.....	6	501,061	4	93,202	3	200,904	7	35	6	10
Florida.....	1	132,502	1	24,015	.....	.....	2	8	3	4
South Central Division:										
Kentucky.....	7	974,491	3	352,176	1	32,317	10	81	8	23
Tennessee.....	7	407,427	6	150,693	1	278,225	7	55	4	11
Alabama.....	6	232,546	6	50,346	5	93,462	10	29	6	9
Mississippi.....	1	36,000	1	12,000	1	10,000	3	7	3	3
Louisiana.....	1	380,591	1	119,125	1	137,383	5	47	4	13
Texas.....	16	699,484	11	178,450	6	61,493	17	65	16	20
Arkansas.....	4	50,661	1	100	2	43,500	3	6	2	2
Oklahoma.....	6	219,718	4	45,666	1	13,665	7	22	3	3
Western Division:										
Montana.....	11	523,725	7	145,438	5	63,799	14	45	11	12
Wyoming.....	3	63,885	3	28,470	1	19,000	4	7	3	5
Colorado.....	18	1,029,405	9	79,808	8	174,220	19	82	10	15
New Mexico.....	1	32,368	1	6,064	1	20,346	2	3	2	2
Arizona.....	4	92,259	2	12,504	3	154,185	6	9	3	3
Utah.....	2	248,202	2	75,737	2	437,672	2	20	2	4
Nevada.....	2	41,000	2	18,160	1	6,000	2	5	2	3
Idaho.....	2	76,493	2	23,633	2	112,201	4	10	2	2
Washington.....	8	1,760,598	6	636,805	5	1,202,742	10	175	8	39
Oregon.....	7	1,203,848	5	528,174	2	16,000	9	100	4	19
California.....	59	5,841,323	40	956,265	21	969,589	72	603	49	136

TABLE 3.—Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.

## CLASSIFICATION AS TO USE OF BOOKS AND OCCUPANCY OF BUILDING.

States.	Free or otherwise.					Library building.			
	Free.	Free for reference.	Subscription or membership.	Subscription or membership, free for reference.	Un-classified.	Owned.	Rented.	Furnished free.	Not reporting.
1	2	3	4	5	6	7	8	9	10
United States.....	1,446	111	63	98	126	1,241	102	416	85
North Atlantic Division.....	740	57	36	59	62	636	62	216	40
North Central Division.....	482	24	15	19	26	420	15	106	26
South Atlantic Division.....	45	19	6	8	20	36	8	42	12
South Central Division.....	56	1	4	7	6	47	4	18	5
Western Division.....	123	10	2	5	12	102	13	34	3
North Atlantic Division:									
Maine.....	41	1	4	4	4	41	5	4	4
New Hampshire.....	50		1	1		46		6	
Vermont.....	27	1		1		23	1	4	1
Massachusetts.....	251	11	8	8	10	208	15	62	8
Rhode Island.....	34	3	3	3	1	26	7	11	
Connecticut.....	68	4	3	6	3	64	3	17	
New York.....	151	21	10	7	25	119	15	66	14
New Jersey.....	43	2	1	11	1	42	7	7	2
Pennsylvania.....	75	14	6	18	18	72	9	39	11
North Central Division:									
Ohio.....	74	4	6	3	4	66	2	20	3
Indiana.....	57				4	52	2	5	2
Illinois.....	95	3	3	4	7	77	4	24	7
Michigan.....	54	3	2	2		47	2	11	1
Wisconsin.....	51	1	1		3	44	1	9	2
Minnesota.....	25	4		1	1	21	1	7	2
Iowa.....	56	2	1	1	2	52	1	6	3
Missouri.....	15	2	2	5	3	14	1	10	2
North Dakota.....	5	1				3		2	1
South Dakota.....	7			1		5		3	
Nebraska.....	17	1				13	1	4	
Kansas.....	26	3		2	2	26		6	2
South Atlantic Division:									
Delaware.....	2		1	2		1	1	2	1
Maryland.....	6		3	2	7	7		9	2
District of Columbia.....	10	18	1		8	3	7	21	6
Virginia.....	3	1			3	4		2	1
West Virginia.....	5					8		2	
North Carolina.....	9			1		7		3	
South Carolina.....	2		1	1	1	3			2
Georgia.....	7			1		6		2	
Florida.....	1			1	1	2		1	
South Central Division:									
Kentucky.....	11			1		7		3	2
Tennessee.....	5			2	1	5	1	2	
Alabama.....	8		2	2	1	6	1	5	1
Mississippi.....	2			1		1	1	1	
Louisiana.....	3		1		1	3		2	
Texas.....	18			1	2	17		3	1
Arkansas.....	2	1	1		1	2		2	1
Oklahoma.....	7					6	1		
Western Division:									
Montana.....	14					11		3	
Wyoming.....	4					3		1	
Colorado.....	14	1		2	6	12	1	8	2
New Mexico.....	2					2			
Arizona.....	5					4		1	
Utah.....	3					2	1		
Nevada.....	2					2			
Idaho.....	3	1				2			1
Washington.....	10					8		2	
Oregon.....	6	2		1	1	4		6	
California.....	60	6	2	2	5	52	11	12	

TABLE 4.—Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.

## CONTROL AND CLASSIFICATION.

States.	Control.						Classification.					
	Government.	State.	County.	City.	Township, town, village, or borough.	Corporation or society.	General.	Historical.	Medical.	Scientific.	Theological.	Law.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	41	119	32	641	364	647	1,555	64	28	62	7	128
North Atlantic Division...	2	33	18	145	298	458	823	41	12	25	4	50
North Central Division...	7	30	2	357	56	105	502	12	7	14	1	20
South Atlantic Division...	29	11	2	18	2	36	52	7	4	18	3	15
South Central Division...	1	15		32		26	56	1	2	2		13
Western Division...	2	21	10	89	8	22	123	3	3	3		20
North Atlantic Division:												
Maine.....	1	2	1	13	12	25	50	1				3
New Hampshire.....		1		10	33	8	51	1				
Vermont.....		1		3	11	14	28				1	
Massachusetts.....		4	7	28	152	97	1262	15	3	4	2	12
Rhode Island.....		3		3	6	32	40	2	1			1
Connecticut.....		2	1	12	21	48	77	2	2			3
New York.....		14		42	34	124	170	13	2	13		16
New Jersey.....		3	1	18	16	20	53	1				4
Pennsylvania.....	1	3	8	16	13	90	101	6	4	8	1	11
North Central Division:												
Ohio.....	2	3	2	39	12	33	75	2	3	3	1	7
Indiana.....	1	3		47	5	5	58					3
Illinois.....	1	8		60	23	20	98	1		5		8
Michigan.....		1		46	3	11	59	1				1
Wisconsin.....	1	3		45		7	52		1	1		2
Minnesota.....		4		20	3	4	25	1	3			2
Iowa.....		6		46	6	4	57	3		1		1
Missouri.....		2		11		14	19	2		3		3
North Dakota.....		2		3		1	5					1
South Dakota.....		2		5		1	7					1
Nebraska.....		2		13	1	2	16	1				1
Kansas.....	2	3		22	3	3	31	1		1		
South Atlantic Division:												
Delaware.....		1				4	2	1				2
Maryland.....		2	1	1		14	10	2	2		2	2
District of Columbia.....	28			1		8	8	2	2	18		7
Virginia.....	1	2		1		3	4	2				1
West Virginia.....		2		3			4					1
North Carolina.....		2	1	6		1	9					1
South Carolina.....		1		1	1	2	5					
Georgia.....		1		4	1	2	7					1
Florida.....				1		2	3					
South Central Division:												
Kentucky.....		2		7		3	9	1	1			1
Tennessee.....	1	1		2		4	7					1
Alabama.....		3		3		7	9			2		2
Mississippi.....		1		1		1	2					1
Louisiana.....		1		1		3	2		1			2
Texas.....		4		11		6	18					3
Arkansas.....		2		1		2	3					2
Oklahoma.....		1		6			6					1
Western Division:												
Montana.....		2		11	1		12	1				1
Wyoming.....		1	1			2	3					1
Colorado.....		4		12	1	6	15	1	2			5
New Mexico.....				2			2					
Arizona.....		1		3		1	5					
Utah.....		1		2			2					1
Nevada.....		1		1			2					
Idaho.....		2		2			3					1
Washington.....		2		8			10					
Oregon.....		2		3		5	8					2
California.....	2	5	9	45	6	8	61	1	1	3		9

<sup>1</sup> Includes 1 music and 1 art library.<sup>2</sup> Includes 1 masonic and 1 commercial library.<sup>3</sup> Includes 1 educational library.

TABLE 5.—*Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.*

## DISTRIBUTION OF BOOKS AND PUBLIC TAXATION.

States.	Distribution of books to public outside of city.			Distribution of sections of library to schools.			Public taxation for support of library.		
	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting tax.	Libraries reporting no tax.	Libraries not reporting.
1	2	3	4	5	6	7	8	9	10
United States.....	1,140	455	249	982	641	221	666	536	642
North Atlantic Division.....	506	269	179	496	327	131	188	348	418
North Central Division.....	443	90	33	353	166	48	366	76	124
South Atlantic Division.....	38	36	24	19	56	23	5	61	32
South Central Division.....	44	24	6	34	36	4	17	25	32
Western Division.....	109	36	7	81	56	15	90	26	26
North Atlantic Division:									
Maine.....	23	17	4	29	20	5	9	16	29
New Hampshire.....	33	10	9	42	7	3	20	12	20
Vermont.....	26	1	2	22	3	4	11	9	9
Massachusetts.....	113	89	86	206	49	33	35	93	160
Rhode Island.....	22	11	11	19	15	10	1	27	16
Connecticut.....	45	19	20	45	33	6	9	41	34
New York.....	122	65	27	64	114	36	64	63	87
New Jersey.....	40	18	.....	32	19	7	29	12	17
Pennsylvania.....	72	39	20	37	67	27	10	75	46
North Central Division:									
Ohio.....	69	14	8	50	30	11	64	9	18
Indiana.....	55	5	1	49	11	1	51	7	3
Illinois.....	80	23	9	60	43	9	72	15	25
Michigan.....	48	11	2	42	14	5	35	11	15
Wisconsin.....	46	8	7	42	7	7	20	12	24
Minnesota.....	23	7	1	18	10	3	20	3	9
Iowa.....	54	7	1	45	12	5	51	4	7
Missouri.....	13	11	3	11	15	1	9	8	10
North Dakota.....	4	1	1	4	2	.....	3	2	1
South Dakota.....	6	2	.....	4	2	2	4	2	2
Nebraska.....	17	1	.....	9	7	2	15	1	3
Kansas.....	28	5	.....	18	13	2	22	3	3
South Atlantic Division:									
Delaware.....	2	2	1	2	2	1	.....	4	1
Maryland.....	8	8	2	3	13	2	1	7	10
District of Columbia.....	5	17	15	2	23	12	.....	32	5
Virginia.....	4	1	2	1	2	4	.....	3	4
West Virginia.....	2	3	.....	3	2	.....	2	1	2
North Carolina.....	6	3	1	3	5	2	.....	7	3
South Carolina.....	3	1	1	2	3	.....	1	1	3
Georgia.....	6	.....	2	2	4	2	1	3	4
Florida.....	2	1	.....	1	2	.....	.....	3	.....
South Central Division:									
Kentucky.....	7	2	3	7	4	1	4	1	7
Tennessee.....	3	4	1	4	3	1	2	4	2
Alabama.....	8	5	.....	6	7	.....	.....	5	8
Mississippi.....	1	2	.....	1	2	.....	.....	2	1
Louisiana.....	2	3	.....	1	4	.....	.....	3	2
Texas.....	13	6	2	12	8	1	6	7	8
Arkansas.....	3	2	.....	5	5	.....	.....	2	3
Oklahoma.....	7	.....	.....	3	3	1	5	1	1
Western Division:									
Montana.....	11	2	1	7	7	.....	12	1	1
Wyoming.....	4	.....	.....	2	1	1	.....	.....	1
Colorado.....	14	9	.....	10	13	.....	6	7	10
New Mexico.....	1	1	.....	1	.....	1	2	.....	.....
Arizona.....	5	.....	.....	2	2	1	2	3	.....
Utah.....	2	1	.....	2	1	.....	2	1	.....
Nevada.....	1	1	.....	.....	2	.....	1	1	.....
Idaho.....	2	1	1	3	1	1	1	1	2
Washington.....	9	1	.....	7	2	1	7	.....	3
Oregon.....	6	1	3	4	6	.....	4	1	5
California.....	54	19	2	43	21	11	50	11	14

TABLE 6.—*Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.*

## VALUE OF REAL PROPERTY; BUILDING AND ENDOWMENT FUNDS.

States.	Cost of buildings.		Value of buildings and grounds.		Amount received as building fund.		Permanent endowment funds.	
	Libraries reporting.	Cost.	Libraries reporting.	Value.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9
United States....	1,032	\$74,542,900	875	\$109,717,908	45	\$584,838	482	\$37,014,838
North Atlantic Division	481	41,488,598	419	73,254,928	27	216,370	391	26,066,824
North Central Division.	381	18,188,947	321	24,882,916	12	193,594	68	8,184,744
South Atlantic Division.	28	8,621,712	23	1,358,100	.....	.....	6	1,232,358
South Central Division.	44	2,325,719	38	3,676,245	2	2,700	10	1,311,009
Western Division.....	98	3,917,984	74	6,545,719	4	172,174	7	219,912
North Atlantic Division:								
Maine.....	35	990,220	25	829,300	2	1,160	26	709,007
New Hampshire....	36	1,448,407	29	1,284,647	1	50	29	498,919
Vermont.....	17	515,350	18	616,290	.....	.....	17	542,670
Massachusetts.....	154	10,133,014	120	11,391,584	10	180,909	159	6,703,252
Rhode Island.....	14	663,494	16	1,063,646	5	2,904	9	577,848
Connecticut.....	47	1,884,211	35	1,971,000	2	1,937	44	1,729,718
New York.....	88	14,792,987	97	42,568,757	.....	.....	58	12,642,216
New Jersey.....	33	2,065,931	30	2,787,468	4	10,980	9	286,475
Pennsylvania.....	57	8,994,984	49	6,824,252	3	18,430	40	2,366,719
North Central Division:								
Ohio.....	61	3,029,964	57	4,449,503	3	1,661	13	257,446
Indiana.....	47	1,439,187	37	1,924,900	.....	.....	4	33,000
Illinois.....	69	4,664,873	63	5,891,000	4	71,546	18	6,809,949
Michigan.....	40	1,432,549	31	1,833,800	.....	.....	7	391,500
Wisconsin.....	40	1,837,907	32	1,833,000	.....	.....	11	294,474
Minnesota.....	19	734,000	16	1,687,000	.....	.....	4	41,500
Iowa.....	50	1,654,300	40	2,250,750	3	10,658	6	313,750
Missouri.....	12	2,543,348	10	3,867,013	1	34,729	3	40,000
North Dakota.....	3	32,500	3	83,100	.....	.....	1	1,250
South Dakota.....	5	82,500	4	90,100	.....	.....	.....	.....
Nebraska.....	10	216,000	11	403,500	.....	.....	.....	.....
Kansas.....	25	521,819	17	519,250	1	75,000	1	1,875
South Atlantic Division:								
Delaware.....	.....	.....	.....	.....	.....	.....	1	220,000
Maryland.....	5	1,228,087	5	43,600	.....	.....	3	1,008,333
District of Columbia	2	6,762,000	1	417,000	.....	.....	.....	.....
Virginia.....	3	58,000	1	60,000	.....	.....	7	1,000
West Virginia.....	3	97,180	3	163,000	.....	.....	.....	.....
North Carolina.....	6	172,945	4	145,000	.....	.....	.....	.....
South Carolina.....	2	22,500	3	68,000	.....	.....	.....	.....
Georgia.....	5	216,000	5	311,500	.....	.....	.....	.....
Florida.....	2	65,000	1	150,000	.....	.....	1	3,025
South Central Division:								
Kentucky.....	7	759,425	3	808,293	.....	.....	2	326,000
Tennessee.....	4	267,250	4	558,500	1	200	1	5,000
Alabama.....	6	118,000	5	140,000	.....	.....	1	10,000
Mississippi.....	1	30,000	1	40,000	.....	.....	.....	.....
Louisiana.....	3	362,858	3	573,069	.....	.....	2	317,000
Texas.....	16	556,186	15	1,219,117	.....	.....	4	653,000
Arkansas.....	1	35,000	1	50,000	.....	.....	.....	.....
Oklahoma.....	6	197,000	6	287,266	1	2,500	.....	.....
Western Division:								
Montana.....	10	336,500	6	315,000	.....	.....	.....	.....
Wyoming.....	3	80,000	3	105,000	.....	.....	1	80,300
Colorado.....	11	531,000	9	753,000	1	80,000	3	17,000
New Mexico.....	1	10,000	2	35,000	.....	.....	.....	.....
Arizona.....	4	133,000	3	168,000	.....	.....	.....	.....
Utah.....	2	110,000	2	155,000	.....	.....	.....	.....
Nevada.....	2	85,000	2	95,000	.....	.....	.....	.....
Idaho.....	2	35,000	2	63,000	.....	.....	.....	.....
Washington.....	8	753,172	7	1,471,758	1	18,000	.....	.....
Oregon.....	4	540,000	3	1,047,180	1	72,834	1	115,196
California.....	51	1,304,312	35	2,338,781	1	1,340	2	6,816

TABLE 7.—Summary of statistics of public and society libraries reporting 1,000 volumes and over in 1913.

## CLASSIFICATION ACCORDING TO SIZE.

States.	Number of libraries containing—							
	500,000 volumes and over.	300,000 to 499,999 volumes.	100,000 to 299,999 volumes.	50,000 to 99,999 volumes.	25,000 to 49,999 volumes.	10,000 to 24,999 volumes.	5,000 to 9,999 volumes.	1,000 to 4,999 volumes.
1	2	3	4	5	6	7	8	9
United States.....	5	9	68	108	216	556	882	2,188
North Atlantic Division.....	2	4	31	55	101	300	461	1,058
North Central Division.....	2	4	17	23	64	164	292	635
South Atlantic Division.....	1	1	9	15	21	23	28	98
South Central Division.....			5	5	13	18	33	96
Western Division.....			6	10	17	51	68	257
North Atlantic Division:								
Maine.....				2	1	24	27	107
New Hampshire.....			1	1	4	10	36	146
Vermont.....				1	2	9	17	92
Massachusetts.....	1		9	19	33	102	124	198
Rhode Island.....			1	3	6	8	26	26
Connecticut.....			3	3	7	23	48	95
New York.....	1	2	9	14	24	67	97	244
New Jersey.....			2	4	12	15	25	67
Pennsylvania.....		2	6	8	12	42	61	94
North Central Division:								
Ohio.....	1	1	1	5	11	29	48	57
Indiana.....			1	2	8	19	31	58
Illinois.....	1	2	2	5	13	29	60	100
Michigan.....			3	1	6	18	33	64
Wisconsin.....			2	1	7	16	30	80
Minnesota.....			3	2	2	8	16	67
Iowa.....			1	1	10	17	33	88
Missouri.....		1	2	3	2	9	10	25
North Dakota.....					1	2	3	15
South Dakota.....					1	2	5	17
Nebraska.....			1	2	1	3	11	49
Kansas.....			1	1	2	12	17	54
South Atlantic Division:								
Delaware.....				2			3	4
Maryland.....		1	1	2	6	5	3	7
District of Columbia.....	1		8	5	9	9	5	7
Virginia.....				1	1	2	3	14
West Virginia.....				1	2	2		4
North Carolina.....				1		5	4	19
South Carolina.....					1		3	7
Georgia.....				2			5	22
Florida.....					1		2	9
South Central Division:								
Kentucky.....			2		1	4	5	18
Tennessee.....			1	2	1	3	1	10
Alabama.....					3	3	7	13
Mississippi.....				1	1		1	5
Louisiana.....			1	2		2		7
Texas.....					5		13	22
Arkansas.....			1		1	1	2	4
Oklahoma.....					1	2	4	16
Western Division:								
Montana.....				1	2	6	5	6
Wyoming.....						2	1	11
Colorado.....			1		3	9	10	24
New Mexico.....							2	4
Arizona.....						3	2	
Utah.....					1			9
Nevada.....				1		1		2
Idaho.....						3	1	10
Washington.....			1	2	1	3	3	27
Oregon.....			1	1	1	2	5	21
California.....			3	4	9	20	39	141

TABLE 8.—*Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1915.*

INCOME FROM VARIOUS SOURCES FOR LAST FISCAL YEAR.

States.	Direct taxation.		Public appropriations.		Allotted by institution or society.		From productive funds.		All other sources.		Total income.	
	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	3	8	4	5	6	7	8	9	10	11	12	13
United States.....	579	\$4,321,221	878	\$7,685,896	197	\$740,272	432	\$1,708,064	1,150	\$1,810,655	1,685	\$16,804,128
North Atlantic Division.....	168	628,073	544	4,612,036	118	470,428	392	1,209,705	616	874,408	899	7,801,660
North Central Division.....	321	2,657,645	189	1,141,223	45	167,861	67	410,087	366	604,015	532	4,860,831
South Atlantic Division.....	3	13,267	34	1,137,332	11	43,689	6	67,766	37	86,821	76	1,588,374
South Central Division.....	14	145,933	34	1,581,669	9	13,268	10	66,610	44	58,474	65	477,944
Western Division.....	73	878,303	37	561,566	11	36,376	7	11,917	97	287,457	143	1,775,629
North Atlantic Division:												
Maine.....	8	6,027	40	62,771	4	4,012	26	37,968	85	18,309	51	129,087
New Hampshire.....	19	16,923	29	64,248	1	3,186	30	21,872	34	7,599	52	112,668
Vermont.....	10	14,707	10	7,100			17	25,998	17	12,331	26	60,126
Massachusetts.....	26	31,954	200	1,144,221	159	64,080	159	311,370	193	190,806	278	1,741,531
Rhode Island.....	1	150	37	86,734	4	17,831	9	40,062	81	26,698	40	170,495
Connecticut.....	7	33,133	49	179,576	6	6,925	44	83,152	66	62,545	77	366,361
New York.....	63	206,165	125	2,224,362	50	241,720	58	562,746	129	338,655	188	3,668,648
New Jersey.....	24	261,454	17	160,196			9	13,832	42	90,759	51	656,241
Pennsylvania.....	10	26,950	37	682,828	29	141,724	40	112,665	69	135,886	106	1,066,663
North Central Division:												
Ohio.....	57	705,063	26	116,998	9	6,552	11	7,192	54	69,398	82	895,198
Indiana.....	45	254,138	32	186,899	4	8,045	4	2,668	32	25,346	57	376,176
Illinois.....	35	540,908	32	126,363	11	16,703	19	383,347	66	102,043	104	1,414,424
Michigan.....	23	128,289	30	219,195	3	21,688	19	19,886	44	150,152	59	539,410
Wisconsin.....	16	174,252	36	185,274	4	8,268	11	16,560	45	63,079	56	451,233
Minnesota.....	18	216,467	17	140,360	2	2,231	6	2,543	23	19,978	31	381,009
Iowa.....	50	204,470	8	62,125	7	25,883	6	4,473	24	24,046	59	331,997
Missouri.....	3	276,254	6	141,064	5	84,191	3	4,208	37	37,229	23	542,961
North Dakota.....	8	8,973	2	4,664			1	1,521	4	1,521	6	15,242
South Dakota.....	3	6,771	3	13,790					3	1,002	7	26,632
Nebraska.....	15	63,671	5	20,289					9	6,061	18	90,087
Kansas.....	19	46,260	10	62,186			1		20	14,145	30	112,729
South Atlantic Division:												
Delaware.....			3	16,747	1	260					4	4,038
Maryland.....			6	49,800	6	26,141	3				15	174,367
District of Columbia.....			22	978,008	4	11,006					20	1,064,479

BUREAU OF PUBLIC DISCUSSION  
UNIVERSITY EXTENSION DIVISION

Virginia.....	1	9,467	4	26,247	1	741	1	60	4	8,520	5	35,598
West Virginia.....	1	9,467	2	15,720	1	741	1	60	1	2,190	2	26,397
North Carolina.....	1	1,000	4	18,600	1	741	1	60	4	2,244	7	15,844
South Carolina.....	1	1,000	4	3,350	1	2,776	1	60	3	4,446	4	11,575
Georgia.....	1	2,800	5	43,045	1	2,776	1	60	3	3,198	8	48,043
Florida.....	1	2,800	2	13,870	1	125	1	167	2	1,841	3	15,503
South Central Division:												
Kentucky.....	3	66,596	6	36,724	2	3,354	2	20,980	8	6,092	10	130,242
Tennessee.....	1	24,279	3	29,540	1	60	1	300	5	9,322	7	46,726
Alabama.....	1	1,000	3	19,645	1	60	1	600	9	6,812	10	77,117
Mississippi.....	1	1,000	3	4,400	1	60	1	600	9	1,400	10	5,000
Louisiana.....	1	1,000	3	4,400	1	60	1	600	9	1,400	10	5,000
Texas.....	6	41,268	0	40,260	2	7,792	2	13,450	1	4,126	2	65,618
Arkansas.....	6	41,268	0	36,620	1	1,312	4	31,400	11	26,576	19	127,186
Oklahoma.....	4	13,800	3	5,000	2	750	2	31,400	11	2,541	19	8,341
Western Division:												
Montana.....	10	59,428	3	24,000	1	741	1	60	7	6,975	12	90,038
Wyoming.....	3	9,800	2	6,020	1	741	1	60	1	19,397	12	19,397
Colorado.....	4	7,469	12	95,050	3	4,182	3	4,015	13	14,831	20	171,609
New Mexico.....	1	2,347	1	9,900	3	4,182	3	4,015	1	140	2	3,277
Arizona.....	1	2,000	3	9,586	1	4,993	1	149	2	140	2	16,728
Utah.....	2	28,108	1	2,500	1	4,993	1	149	2	1,638	3	29,446
Nevada.....	1	2,268	1	49,000	1	4,993	1	149	2	1,638	3	54,266
Idaho.....	1	2,003	3	5,650	1	4,993	1	149	2	1,638	3	54,266
Washington.....	6	82,636	4	107,522	1	410	1	6,987	3	6,496	4	14,779
Oregon.....	3	119,948	4	23,283	1	410	1	6,987	5	77,814	19	274,773
California.....	41	554,366	23	239,079	5	26,791	2	336	23	97,086	8	246,089
												906,240

TABLE 9.—*Summary of statistics of public and society libraries reporting 5,000 volumes and over in 1913.*  
EXPENDITURE DURING LAST FISCAL YEAR FOR VARIOUS PURPOSES EXCEPT FOR BUILDINGS.

States.	For books and pamphlets.		For periodicals.		For binding.		For rent, light, heat, etc.		For salaries.		For all other purposes.		Total expenditure.	
	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	3	8	4	5	6	7	8	9	10	11	12	13	14	15
United States.....	1,597	\$2,933,022	1,255	\$352,375	1,217	\$960,833	1,166	\$967,595	1,568	\$7,270,135	1,327	\$2,373,706	1,659	\$14,756,576
North Atlantic Division.....	823	1,410,180	627	153,083	626	328,964	610	527,890	807	3,297,458	699	1,219,672	854	6,837,267
North Central Division.....	511	822,268	427	112,826	414	211,834	398	306,343	508	2,792,742	433	765,593	527	4,450,005
South Atlantic Division.....	68	210,858	46	30,023	35	235,566	26	22,836	67	799,723	36	76,306	75	1,545,302
South Central Division.....	57	84,886	41	11,049	37	15,680	35	22,836	54	207,730	43	92,964	62	344,845
Western Division.....	138	403,830	114	45,384	105	68,819	94	88,610	132	763,483	116	219,441	141	1,588,566
North Atlantic Division:														
Maine.....	49	22,115	37	3,712	33	3,563	38	11,616	45	42,596	33	20,680	49	104,261
New Hampshire.....	50	25,420	40	3,427	37	3,774	43	10,792	53	48,228	44	13,371	52	106,021
Vermont.....	26	13,937	19	1,770	20	2,421	22	6,615	24	24,754	17	4,512	25	54,009
Massachusetts.....	265	297,173	199	65,724	206	95,491	199	132,471	260	794,475	226	298,454	274	1,674,929
Rhode Island.....	38	31,649	19	3,573	22	6,458	28	11,190	38	84,153	26	36,446	39	160,467
Connecticut.....	74	63,589	58	11,173	48	14,188	61	27,279	74	153,069	56	56,800	76	331,023
New York.....	178	657,030	152	42,194	147	136,072	123	199,022	175	1,515,627	145	499,543	186	2,945,388
New Jersey.....	48	104,831	36	11,349	40	26,550	42	52,414	48	241,766	45	87,821	49	1,524,751
Pennsylvania.....	97	189,447	67	20,171	73	40,449	54	84,500	91	392,800	77	310,036	104	1,037,405
North Central Division:														
Ohio.....	78	170,546	63	17,595	61	45,417	60	42,905	79	496,854	66	98,776	79	857,064
Indiana.....	54	62,020	42	8,857	41	15,811	43	26,447	55	144,383	46	53,699	57	311,156
Illinois.....	99	166,297	85	31,004	83	59,946	73	87,772	100	520,429	80	132,931	104	1,098,581
Michigan.....	53	90,523	47	12,179	47	19,042	48	29,445	58	220,417	48	171,066	56	423,768
Wisconsin.....	58	63,176	50	8,640	50	15,689	47	26,893	53	190,153	48	64,566	56	383,738
Minnesota.....	30	72,124	24	9,760	26	15,678	20	18,000	29	171,029	28	73,292	33	390,882
Iowa.....	67	58,278	57	10,368	53	14,216	52	22,166	56	128,927	53	41,906	59	276,881
Missouri.....	22	4,579	11	8,337	16	21,811	15	22,373	18	240,027	16	101,033	22	478,323
North Dakota.....	6	4,120	3	268	3	21,188	5	3,146	6	6,265	4	1,210	6	15,184
South Dakota.....	3	969	5	488	4	827	5	2,446	7	11,617	5	2,523	7	22,006
Nebraska.....	7	3,969	6	2,292	10	2,277	12	6,807	18	46,513	10	10,782	18	89,809
Kansas.....	29	21,529	25	3,042	20	2,366	20	6,538	29	56,078	25	16,747	30	106,100
North Atlantic Division:														
Delaware.....	5	5,152	1	810	1	1,081	3	2,652	6	14,108	3	5,326	5	20,129
Maryland.....	12	35,364	8	5,633	6	7,399	6	10,494	11	71,562	7	31,676	14	162,066

District of Columbia.....	23	138,440	15	19,985	13	222,311	2	6,084	22	601,168	5	18,977	26	1,005,975
Virginia.....	4	3,600	4	684	3	1,692	2	338	5	20,205	3	8,153	6	24,492
West Virginia.....	3	4,836	2	386	2	801	1	683	3	16,060	3	2,680	3	26,436
North Carolina.....	7	3,602	4	664	4	574	4	1,132	7	10,396	4	2,124	7	18,491
South Carolina.....	4	2,154	4	899	2	208	3	412	4	5,263	3	1,048	4	9,984
Georgia.....	7	13,829	5	437	2	650	6	1,406	8	23,952	7	4,277	8	44,551
Florida.....	3	3,889	3	596	2	1,060	2	606	2	7,000	1	2,045	3	15,185
South Central Division:														
Kentucky.....	9	23,393	8	2,974	6	5,043	4	7,392	9	55,578	5	12,170	9	106,550
Tennessee.....	5	10,781	4	1,719	4	2,287	4	2,831	6	26,754	5	22,097	6	67,169
Alabama.....	10	5,213	7	752	5	847	6	642	7	15,339	7	1,988	10	24,731
Mississippi.....	1	800	.....	.....	.....	.....	2	625	1	1,475	1	1,466	2	3,366
Louisiana.....	4	10,205	2	1,068	2	1,693	1	2,037	5	35,560	3	10,476	5	61,040
Texas.....	18	22,504	13	3,408	13	4,324	14	8,530	17	53,466	14	38,515	19	130,776
Arkansas.....	4	5,365	3	328	3	647	.....	.....	2	3,611	1	8,965	4	10,996
Oklahoma.....	6	6,624	4	800	4	809	4	1,079	7	15,918	7	5,077	7	30,307
Western Division:														
Montana.....	13	25,161	12	2,428	10	2,893	10	4,753	13	43,743	11	9,837	13	88,815
Wyoming.....	4	6,009	4	520	3	212	3	794	4	8,383	4	2,301	4	18,219
Colorado.....	20	32,487	14	3,210	12	5,947	9	7,869	19	53,452	15	11,664	20	114,629
New Mexico.....	1	714	1	153	1	34	.....	.....	1	1,735	.....	.....	1	2,636
Arizona.....	4	5,715	3	683	2	560	3	1,173	4	7,131	2	1,406	4	16,068
Utah.....	3	10,380	2	1,476	3	1,901	2	841	2	15,408	3	4,091	3	34,097
Nevada.....	2	14,888	2	306	2	581	1	315	2	5,880	2	251	2	22,271
Idaho.....	3	3,331	2	333	2	334	2	1,062	3	7,209	3	1,979	3	14,248
Washington.....	10	50,406	8	5,301	8	15,448	8	11,928	10	127,281	10	31,918	10	242,282
Oregon.....	8	40,021	6	3,141	6	4,718	4	5,446	8	77,516	6	20,344	8	151,186
California.....	70	214,718	60	27,833	56	36,191	52	54,429	66	414,744	61	135,650	73	893,565

\* A few libraries included expenditures for periodicals with books and pamphlets.

TABLE 10.—*Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.*

## BOOKS, ADDITIONS, CARDS IN FORCE.

States.	Libraries reporting.	Branch libraries.	Volumes.	Volumes added during past year.		Borrowers' cards in force.	
				Libraries reporting.	Volumes.	Libraries reporting.	Number of cards.
1	2	3	4	5	6	7	8
United States.....	1,005	754	25,081,553	846	1,323,213	357	909,275
North Atlantic Division...	309	571	11,343,223	260	512,315	115	714,639
North Central Division...	378	112	8,164,503	328	517,145	137	132,679
South Atlantic Division...	125	20	2,302,958	100	78,654	48	24,453
South Central Division...	96	9	1,286,870	75	50,199	29	15,298
Western Division.....	97	42	1,983,999	83	164,900	28	22,008
North Atlantic Division:							
Maine.....	8	2	292,121	7	9,364	6	4,372
New Hampshire.....	7	.....	207,284	6	7,972	1	100
Vermont.....	5	.....	144,622	4	3,640	1	456
Massachusetts.....	55	.....	2,514,165	43	93,429	14	10,143
Rhode Island.....	7	.....	289,710	7	9,529	2	1,309
Connecticut.....	19	6	1,402,762	15	44,441	2	909
New York.....	112	525	3,856,145	97	248,213	47	672,896
New Jersey.....	18	6	781,847	16	23,436	8	6,900
Pennsylvania.....	78	31	1,854,567	65	77,291	34	17,588
North Central Division:							
Ohio.....	59	29	1,429,182	45	54,163	23	60,838
Indiana.....	26	17	668,785	33	24,637	14	7,931
Illinois.....	64	21	1,793,289	58	228,069	20	11,646
Michigan.....	28	5	770,264	25	36,943	12	11,873
Wisconsin.....	36	2	623,983	31	16,637	17	8,691
Minnesota.....	31	11	504,860	30	31,332	15	13,812
Iowa.....	34	1	538,190	28	33,103	10	6,172
Missouri.....	36	15	922,022	31	38,832	13	6,797
North Dakota.....	6	2	99,929	6	7,176	3	1,366
South Dakota.....	11	2	110,624	10	8,169	3	1,200
Nebraska.....	13	4	280,513	13	14,110	1	159
Kansas.....	24	2	422,862	18	23,974	6	2,194
South Atlantic Division:							
Delaware.....	2	.....	16,294	2	1,384	2	1,300
Maryland.....	28	8	584,517	22	24,098	7	5,212
District of Columbia...	15	2	407,632	11	12,446	3	1,961
Virginia.....	21	2	463,446	16	11,537	5	2,936
West Virginia.....	7	.....	88,944	6	2,564	3	1,400
North Carolina.....	15	5	267,719	13	9,156	11	4,492
South Carolina.....	14	.....	200,097	13	5,221	8	3,410
Georgia.....	19	3	228,301	15	8,884	8	3,196
Florida.....	4	.....	46,008	2	3,874	1	746
South Central Division:							
Kentucky.....	17	.....	229,814	14	7,544	4	1,422
Tennessee.....	19	1	260,631	13	7,137	6	1,066
Alabama.....	13	2	157,311	10	5,472	4	3,540
Mississippi.....	9	1	99,508	7	5,386	4	2,075
Louisiana.....	10	2	141,485	8	5,375	3	3,025
Texas.....	16	3	259,470	16	14,896	6	8,822
Arkansas.....	4	.....	55,000	1	500	1	95
Oklahoma.....	8	.....	83,651	6	3,889	1	230
Western Division:							
Montana.....	3	.....	45,340	3	3,065	1	230
Wyoming.....	1	.....	32,000	1	2,000	1	400
Colorado.....	14	26	289,526	13	18,124	5	3,166
New Mexico.....	4	.....	36,286	3	2,912	1	430
Arizona.....	2	.....	26,571	2	2,405	.....	.....
Utah.....	5	.....	67,844	4	6,473	.....	.....
Nevada.....	1	.....	24,555	1	1,875	.....	.....
Idaho.....	4	.....	46,070	3	1,035	.....	.....
Washington.....	12	7	189,266	10	13,889	4	3,479
Oregon.....	6	1	103,720	4	10,567	1	1,016
California.....	45	8	1,102,821	39	102,554	15	13,287

TABLE 11.—*Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.*

## BOOKS ISSUED, VISITORS TO READING ROOM, LIBRARY EMPLOYEES.

States.	Books issued for use outside library.		Books issued for juvenile use.		Visitors to reading room.		Paid library employees.		Building force, janitors, etc.	
	Libraries reporting.	Volumes issued.	Libraries reporting.	Volumes issued.	Libraries reporting.	Visitors.	Libraries reporting.	Number of employees.	Libraries reporting.	Number of employees.
1	2	3	4	5	6	7	8	9	10	11
United States . . . . .	386	13,612,778	70	9,213,588	95	3,025,428	694	2,570	227	346
North Atlantic Division . . . . .	141	10,503,458	21	8,758,634	35	1,337,360	223	958	62	94
North Central Division . . . . .	132	2,083,733	30	431,260	26	1,157,993	249	951	76	116
South Atlantic Division . . . . .	46	227,859	7	5,699	33	270,524	91	260	40	66
South Central Division . . . . .	34	269,683	9	15,462	6	53,747	61	152	28	44
Western Division . . . . .	33	528,045	3	2,533	5	205,804	70	249	21	26
North Atlantic Division:										
Maine . . . . .	5	29,314	—	—	1	10,000	7	16	1	1
New Hampshire . . . . .	3	14,036	—	—	—	—	5	27	2	2
Vermont . . . . .	3	15,455	—	—	1	5,000	5	12	3	3
Massachusetts . . . . .	17	228,183	—	—	1	11,917	31	272	8	14
Rhode Island . . . . .	3	32,781	—	—	—	—	5	19	3	6
Connecticut . . . . .	5	36,680	1	3,406	1	5,795	15	80	6	9
New York . . . . .	66	9,815,872	11	8,714,276	24	1,247,158	78	319	15	23
New Jersey . . . . .	10	104,158	4	27,205	4	16,740	12	62	5	7
Pennsylvania . . . . .	29	226,979	6	13,747	8	40,750	65	151	19	29
North Central Division:										
Ohio . . . . .	22	625,700	4	299,734	5	265,400	38	147	16	20
Indiana . . . . .	13	262,539	4	12,576	3	52,917	22	71	6	7
Illinois . . . . .	23	352,921	4	9,271	7	311,464	44	227	11	26
Michigan . . . . .	13	239,133	3	43,261	2	312,919	21	132	5	6
Wisconsin . . . . .	10	166,191	4	28,469	3	28,218	19	50	3	3
Minnesota . . . . .	14	160,958	4	7,845	2	49,624	21	58	4	5
Iowa . . . . .	15	105,976	3	22,527	2	15,080	21	64	12	16
Missouri . . . . .	12	132,213	3	6,300	1	3,757	20	74	6	16
North Dakota . . . . .	3	22,564	—	—	1	118,614	5	16	1	1
South Dakota . . . . .	1	3,697	1	1,777	—	—	9	27	3	5
Nebraska . . . . .	2	4,634	—	—	—	—	11	34	4	4
Kansas . . . . .	4	7,207	—	—	—	—	18	51	5	7
South Atlantic Division:										
Delaware . . . . .	1	7,280	1	3,500	—	—	2	4	1	1
Maryland . . . . .	9	20,038	2	349	4	48,147	16	59	6	17
District of Columbia . . . . .	5	14,008	—	—	3	7,190	7	31	4	10
Virginia . . . . .	9	46,220	—	—	4	117,658	20	57	12	18
West Virginia . . . . .	3	32,350	1	125	3	5,300	5	16	1	7
North Carolina . . . . .	9	42,777	1	25	2	1,000	12	34	6	7
South Carolina . . . . .	7	37,893	2	1,700	2	13,292	13	20	5	5
Georgia . . . . .	3	27,293	—	—	5	79,937	14	35	5	7
Florida . . . . .	—	—	—	—	—	—	2	4	—	—
South Central Division:										
Kentucky . . . . .	4	70,908	1	3,788	—	—	8	14	3	4
Tennessee . . . . .	6	24,653	1	100	3	7,500	11	32	6	7
Alabama . . . . .	3	20,565	2	7,452	2	21,999	8	19	6	12
Mississippi . . . . .	5	28,839	1	1,000	—	—	6	13	3	5
Louisiana . . . . .	4	25,733	2	1,700	—	—	5	11	1	1
Texas . . . . .	7	75,914	—	—	—	—	14	45	5	9
Arkansas . . . . .	1	4,050	—	—	—	—	4	8	2	3
Oklahoma . . . . .	4	19,026	2	1,442	1	24,278	5	10	2	3
Western Division:										
Montana . . . . .	1	5,000	—	—	—	—	3	11	1	1
Wyoming . . . . .	1	100	—	—	—	—	1	4	—	—
Colorado . . . . .	6	44,282	—	—	3	145,804	10	28	5	6
New Mexico . . . . .	1	4,284	—	—	—	—	3	6	2	2
Arizona . . . . .	1	2,500	—	—	—	—	2	4	—	—
Utah . . . . .	2	25,982	1	1,433	—	—	5	13	1	1
Nevada . . . . .	—	—	—	—	—	—	1	3	1	1
Idaho . . . . .	1	15,000	—	—	—	—	3	6	1	1
Washington . . . . .	4	35,636	1	100	—	—	9	31	—	—
Oregon . . . . .	2	20,820	—	—	—	—	3	13	1	1
California . . . . .	14	374,441	1	1,000	2	60,000	30	130	9	13

TABLE 12.—Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.

## CLASSIFICATION AS TO USE OF BOOKS AND OCCUPANCY OF BUILDING.

States.	Free or otherwise.							Library building.			
	Free.	Free for reference.	Subscription or membership.	Subscription or membership, free for reference.	Free to students.	Free to students, free for reference.	Unclassified.	Owned.	Rented.	Furnished free.	Not reporting.
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	181	11	60	97	260	366	21	290	4	532	179
North Atlantic Division.....	55	6	13	9	103	116	7	88	1	155	65
North Central Division.....	73	2	25	46	97	130	5	102	1	210	65
South Atlantic Division.....	13	2	17	17	34	39	3	53		56	16
South Central Division.....	17		9	21	9	37	3	31		45	20
Western Division.....	23	1	5	4	17	44	3	16	2	66	13
North Atlantic Division:											
Maine.....	3				1	4		4		4	
New Hampshire.....	1		1		3	2		4		1	2
Vermont.....				1		3	1	3		1	1
Massachusetts.....	4	1	4		23	21	2	14		26	15
Rhode Island.....	1	2			3	1		2		2	3
Connecticut.....	7				4	8		6		8	5
New York.....	20	1	2	2	40	45	2	20		68	24
New Jersey.....	4		3		5	5	1	6		11	1
Pennsylvania.....	15	2	3	6	24	27	1	29	1	34	14
North Central Division:											
Ohio.....	15	1	3	5	18	16	1	26	1	25	7
Indiana.....	4		5	8	12	7		9		18	9
Illinois.....	4			9	19	31	1	15		38	11
Michigan.....	5		1	4	8	10		8		14	6
Wisconsin.....	9		5	1	12	9		7		22	7
Minnesota.....	6			4	7	14		4		18	9
Iowa.....	7	1	6	7	5	7	1	8		22	4
Missouri.....	8		1	4	9	13	1	5		26	5
North Dakota.....	3					3		3		3	
South Dakota.....	4				2	3		3		8	
Nebraska.....	2			2		9		4		7	2
Kansas.....	6		4	2	5	6	1	10		9	5
South Atlantic Division:											
Delaware.....	1			1				1		1	
Maryland.....	4		3	2	10	7	2	5		17	6
District of Columbia.....			3	1	6	5		2		9	4
Virginia.....	1	1	1	5	3	10		16		5	
West Virginia.....	3	1			2	1		1		5	1
North Carolina.....	1		4	3	5	2		10		4	1
South Carolina.....			2	1	4	7		9		5	
Georgia.....	1		4	4	4	5	1	8		7	4
Florida.....	2					2		1		3	
South Central Division:											
Kentucky.....	1		1	1	1	12	1	6		6	5
Tennessee.....	2			8	2	7		8		8	3
Alabama.....			4	4			1	5		6	2
Mississippi.....	1		1	2	2	3		2		5	2
Louisiana.....	2			1		6	1	2		6	2
Texas.....	3		1	4	3	5		6		8	2
Arkansas.....	1		1	1		1				4	
Oklahoma.....	3		1		1	3		2		2	4
Western Division:											
Montana.....	1					2		1			
Wyoming.....	1									1	
Colorado.....	2		2	1	1	7	1	4		8	2
New Mexico.....	2				1	1				2	2
Arizona.....						2		1		1	
Utah.....	2				1	2				5	
Nevada.....						1				1	
Idaho.....	4									4	
Washington.....	3		1	1	2	5		2		9	1
Oregon.....	1	1				3		2		2	2
California.....	7		1	2	12	21	2	6	2	31	6

TABLE 13.—*Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.*

## CONTROL AND CLASSIFICATION.

States.	Control.				Classification.						
	University or college.	College society.	School.	Teachers or school system.	General.	Educational.	Historical.	Medical.	Scientific.	Theological.	Law.
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	509	8	485	3	721	107	7	22	42	75	31
North Atlantic Division.....	126	7	174	2	202	39	2	9	17	31	9
North Central Division.....	205	1	172		274	41	2	6	14	27	14
South Atlantic Division.....	78		47		98	5	1	4	4	9	4
South Central Division.....	57		39		81	9		2	1	2	1
Western Division.....	43		53	1	66	13	2	1	6	6	3
North Atlantic Division:											
Maine.....	4		4		7					1	
New Hampshire.....	3		4		7						
Vermont.....	3		2		4	1					
Massachusetts.....	25	2	28		33	6		2	7	5	2
Rhode Island.....	3		4		3	1	1		2		
Connecticut.....	9		10		5	4	1		4	4	1
New York.....	38		74		79	14		5	2	8	4
New Jersey.....	5	1	12		12	1			1	4	
Pennsylvania.....	36	4	36	2	52	12		2	1	9	2
North Central Division:											
Ohio.....	38		21		44		1	1	2	9	2
Indiana.....	21		15		29	2	1		2	1	1
Illinois.....	34		30		41	8		3	2	7	3
Michigan.....	12		16		18	5			2	1	2
Wisconsin.....	12		24		23	8			2	2	1
Minnesota.....	8		23		23	6				2	
Iowa.....	26		8		30	1			1	1	1
Missouri.....	20	1	15		24	3		2	1	3	3
North Dakota.....	3		3		4	2					
South Dakota.....	6		5		8	3					
Nebraska.....	7		6		10	2				1	
Kansas.....	18		6		20	1			2		1
South Atlantic Division:											
Delaware.....	1		1		2						
Maryland.....	14		14		21	1	1	1		3	1
District of Columbia.....	9		6		11			1	1	1	1
Virginia.....	16		5		14	1		1	1	3	1
West Virginia.....	3		4		6						1
North Carolina.....	12		3		14	1					
South Carolina.....	10		4		13					1	
Georgia.....	10		9		14	2		1	1	1	
Florida.....	3		1		3				1		
South Central Division:											
Kentucky.....	10		7		14	1				2	
Tennessee.....	16		3		19						
Alabama.....	6		7		12	1					
Mississippi.....	5		4		9						
Louisiana.....	7		3		7	1		1			1
Texas.....	6		10		12	3		1			
Arkansas.....	4				4						
Oklahoma.....	3		5		4	3			1		
Western Division:											
Montana.....	3				2	1					
Wyoming.....	1				1						
Colorado.....	9		5		8	1			2	1	2
New Mexico.....	2		2		3	1					
Arizona.....	1		1		1	1					
Utah.....	2		3		4				1		
Nevada.....	1				1						
Idaho.....	1		3		3	1					
Washington.....	5		7		10	2					
Oregon.....	4		2		5				1		
California.....	14		30	1	28	6	2	1	2	5	1

<sup>1</sup> Includes 1 art library.

TABLE 14.—*Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.*

## DISTRIBUTION OF BOOKS AND PUBLIC TAXATION.

States.	Distribution of books to public outside of city.			Distribution of sections of library to schools.			Public taxation for support of library.		
	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting tax.	Libraries reporting no tax.	Libraries not reporting.
1	2	3	4	5	6	7	8	9	10
United States.....	226	480	299	97	594	314	24	377	604
North Atlantic Division.....	67	141	101	21	178	110	17	108	184
North Central Division.....	81	179	118	39	221	118	6	132	240
South Atlantic Division.....	32	65	23	8	89	23	.....	68	57
South Central Division.....	18	48	30	9	62	25	.....	43	53
Western Division.....	28	47	22	20	44	33	1	26	70
North Atlantic Division:									
Maine.....	5	.....	3	2	4	2	.....	2	6
New Hampshire.....	1	2	4	1	.....	6	.....	2	5
Vermont.....	3	1	1	1	3	1	.....	3	2
Massachusetts.....	7	23	25	1	30	24	.....	18	37
Rhode Island.....	1	3	3	1	10	3	.....	2	8
Connecticut.....	9	7	3	4	10	40	.....	3	11
New York.....	10	71	31	4	68	40	14	34	64
New Jersey.....	8	7	3	2	10	3	2	5	11
Pennsylvania.....	23	27	28	2	50	26	1	34	43
North Central Division:									
Ohio.....	21	25	13	8	36	15	2	26	31
Indiana.....	3	19	14	4	20	12	.....	17	19
Illinois.....	11	37	16	4	45	15	1	26	37
Michigan.....	8	10	10	6	13	9	2	6	21
Wisconsin.....	7	17	12	5	17	14	1	6	20
Minnesota.....	4	13	14	2	17	12	.....	7	24
Iowa.....	5	17	12	2	21	10	.....	14	20
Missouri.....	6	19	11	2	25	9	.....	15	21
North Dakota.....	3	2	1	1	4	1	.....	2	4
South Dakota.....	4	4	3	2	5	4	.....	2	9
Nebraska.....	2	6	5	.....	6	7	.....	4	9
Kansas.....	7	10	7	2	12	10	.....	8	16
South Atlantic Division:									
Delaware.....	2	.....	.....	.....	1	1	.....	1	1
Maryland.....	5	19	4	2	20	6	.....	15	13
District of Columbia.....	1	8	6	.....	10	5	.....	12	3
Virginia.....	8	8	5	1	17	3	.....	11	10
West Virginia.....	4	2	1	.....	4	3	.....	2	5
North Carolina.....	3	8	4	1	11	3	.....	3	7
South Carolina.....	2	9	3	1	12	1	.....	6	8
Georgia.....	6	9	4	3	11	5	.....	10	9
Florida.....	1	2	1	.....	3	1	.....	3	1
South Central Division:									
Kentucky.....	3	7	7	1	10	6	.....	11	6
Tennessee.....	3	11	5	2	14	3	.....	8	11
Alabama.....	4	7	2	2	8	3	.....	5	8
Mississippi.....	.....	5	4	1	4	4	.....	3	6
Louisiana.....	1	5	4	.....	7	3	.....	6	4
Texas.....	4	2	3	3	10	3	.....	7	9
Arkansas.....	1	2	1	.....	4	.....	.....	2	2
Oklahoma.....	2	2	4	.....	5	3	.....	1	7
Western Division:									
Montana.....	.....	2	1	1	2	.....	.....	1	2
Wyoming.....	1	.....	.....	1	.....	.....	1	.....	.....
Colorado.....	4	7	3	2	9	3	.....	5	9
New Mexico.....	1	2	.....	.....	3	.....	.....	1	3
Arizona.....	1	.....	1	.....	.....	2	.....	.....	2
Utah.....	3	1	1	1	1	3	.....	.....	5
Nevada.....	1	.....	.....	1	.....	.....	.....	.....	1
Idaho.....	4	.....	3	1	1	.....	.....	1	3
Washington.....	3	4	5	2	6	4	.....	2	10
Oregon.....	2	2	2	.....	1	5	.....	1	5
California.....	8	29	8	9	21	15	.....	15	30

TABLE 15.—Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.

## VALUE OF REAL PROPERTY; BUILDING AND ENDOWMENT FUNDS.

States.	Cost of buildings.		Value of buildings and grounds.		Amount received as building fund.		Permanent endowment funds.	
	Libraries reporting.	Cost.	Libraries reporting.	Value.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9
United States.....	247	\$16,376,118	118	\$8,854,602	3	\$10,900	144	\$9,997,979
North Atlantic Division.....	70	6,774,987	35	4,823,915			65	8,429,062
North Central Division.....	94	5,110,616	38	1,829,825	2	10,800	40	1,053,623
South Atlantic Division.....	38	1,732,442	24	1,061,407			18	242,607
South Central Division.....	29	1,142,073	15	696,455	1	100	7	115,607
Western Division.....	16	1,616,000	6	443,000			14	157,080
North Atlantic Division:								
Maine.....	3	410,985					6	146,693
New Hampshire.....	3	177,000	1	46,000				
Vermont.....	3	217,000	2	190,000			2	134,750
Massachusetts.....	11	1,004,290	5	332,949			11	2,775,165
Rhode Island.....	2	390,000	2	465,000			2	616,332
Connecticut.....	4	220,000	3	110,000			6	1,268,478
New York.....	16	2,097,759	9	2,219,216			21	2,762,884
New Jersey.....	4	937,000	5	1,227,500			4	521,229
Pennsylvania.....	24	1,320,953	8	233,250			13	203,541
North Central Division:								
Ohio.....	23	1,238,000	12	652,325	1	10,000	10	296,461
Indiana.....	10	605,000	1	150,000			3	112,500
Illinois.....	14	1,089,465	4	110,000	1	800	6	351,582
Michigan.....	8	345,251	5	309,000			7	111,360
Wisconsin.....	7	202,500	4	129,000			3	77,755
Minnesota.....	4	255,000					3	29,015
Iowa.....	7	378,000	3	95,000			2	10,250
Missouri.....	5	406,000	2	107,500			2	30,600
North Dakota.....	3	73,400	1	27,000				
South Dakota.....	2	77,000	1	70,000			1	2,500
Nebraska.....	2	52,500	1	25,000			1	5,600
Kansas.....	9	388,500	4	155,000			2	27,000
South Atlantic Division:								
Delaware.....							1	11,150
Maryland.....	1	603,000	3	54,000			1	5,000
District of Columbia.....								
Virginia.....	13	388,650	7	280,000			6	52,657
West Virginia.....	2	196,000	2	267,000				
North Carolina.....	6	189,703	5	318,407			3	75,300
South Carolina.....	7	119,000	4	115,000			3	28,000
Georgia.....	8	185,000	3	47,000			3	10,500
Florida.....							1	60,000
South Central Division:								
Kentucky.....	6	308,482	2	103,955			2	60,000
Tennessee.....	7	140,091	3	59,000	1	100	3	38,994
Alabama.....	5	97,000	3	52,500			1	613
Mississippi.....	1	15,000	1	70,000			1	16,000
Louisiana.....	2	83,000	1	105,000				
Texas.....	6	465,000	5	306,000				
Arkansas.....								
Oklahoma.....	2	33,500						
Western Division:								
Montana.....	1	50,000						
Wyoming.....			1	75,000				
Colorado.....	4	152,000	2	105,500			1	30,000
New Mexico.....								
Arizona.....	1	32,000						
Utah.....							1	10,000
Nevada.....								
Idaho.....								
Washington.....	2	190,000					1	2,000
Oregon.....	2	49,000					1	30,000
California.....	6	1,143,000	3	262,500			10	85,080

TABLE 16.—*Summary of statistics of school libraries reporting 1,000 volumes and over in 1913.*

## CLASSIFICATION ACCORDING TO SIZE.

States.	Number of libraries containing—							
	500,000 volumes and over.	300,000 to 499,999 volumes.	100,000 to 299,999 volumes.	50,000 to 99,999 volumes.	25,000 to 49,999 volumes.	10,000 to 24,999 volumes.	5,000 to 9,999 volumes.	1,000 to 4,999 volumes.
1	2	3	4	5	6	7	8	9
United States .....	5	4	25	57	128	313	473	3,265
North Atlantic Division .....	4	3	10	33	38	36	135	878
North Central Division .....	1	1	10	15	47	123	181	1,340
South Atlantic Division .....			3	3	19	41	59	228
South Central Division .....				1	13	30	52	330
Western Division .....			2	5	11	33	46	499
North Atlantic Division:								
Maine .....			1	2	2	1	2	21
New Hampshire .....			1		1	1	4	13
Vermont .....				1	1	1	2	13
Massachusetts .....	1		3	7	5	18	21	90
Rhode Island .....			1		1	3	2	10
Connecticut .....	1		1	1	2	8	6	51
New York .....	2	1	1	14	11	25	58	467
New Jersey .....		1	1	3	2	2	9	70
Pennsylvania .....		1	1	5	13	27	31	143
North Central Division:								
Ohio .....			3	4	9	26	17	158
Indiana .....				3	4	9	20	97
Illinois .....	1		1	2	9	26	25	139
Michigan .....		1			6	10	11	140
Wisconsin .....			1	1	1	12	21	150
Minnesota .....			1		2	9	19	149
Iowa .....			1	1	4	5	23	122
Missouri .....			2	2	3	14	15	124
North Dakota .....					1	1	4	46
South Dakota .....						3	8	41
Nebraska .....			1		2	4	6	40
Kansas .....				2	6	4	12	36
South Atlantic Division:								
Delaware .....						1	1	3
Maryland .....			1	1	4	7	15	32
District of Columbia .....			2		4	2	7	27
Virginia .....				1	5	11	4	29
West Virginia .....					1	1	5	32
North Carolina .....				1	2	6	6	41
South Carolina .....					1	7	6	16
Georgia .....					2	4	13	40
Florida .....						2	2	8
South Central Division:								
Kentucky .....					3	5	9	45
Tennessee .....					4	6	9	40
Alabama .....					1	5	7	30
Mississippi .....					1	2	6	25
Louisiana .....					2	3	5	24
Texas .....				1	1	5	9	50
Arkansas .....					1	1	2	28
Oklahoma .....						3	5	38
Western Division:								
Montana .....						2	1	24
Wyoming .....					1			2
Colorado .....				2	2	3	7	50
New Mexico .....						2	2	8
Arizona .....						1	1	11
Utah .....					2		2	16
Nevada .....						1		5
Idaho .....					1		3	18
Washington .....				1	1	4	6	56
Oregon .....					1	4	1	32
California .....			2	2	3	15	23	277

TABLE 17.—*Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.*  
INCOME FROM VARIOUS SOURCES FOR LAST FISCAL YEAR.

States.	Direct taxation.		Public appropriations.		Allotted by institution or society.		From productive funds.		All other sources.		Total income.	
	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	20	\$23,604	220	\$819,000	443	\$1,625,266	141	\$394,368	264	\$406,101	756	\$3,268,369
North Atlantic Division.....	15	9,055	61	140,811	142	650,768	66	284,037	82	207,871	232	1,301,542
North Central Division.....	5	14,609	91	463,622	164	669,612	38	46,015	112	132,799	291	1,228,657
South Atlantic Division.....			17	45,557	61	126,479	17	9,940	33	29,960	92	211,956
South Central Division.....			16	45,599	43	58,828	6	6,192	16	11,148	64	121,727
Western Division.....			35	114,451	33	219,579	14	46,184	21	24,303	77	404,517
North Atlantic Division:												
Maine.....			1	110	7	21,850	6	6,135	6	1,803	8	29,868
New Hampshire.....			1	25	4	23,063					4	23,718
Vermont.....			1	300	3	4,200					6	12,566
Massachusetts.....			3	4,125	25	193,581	12	117,551	15	43,661	34	358,938
Rhode Island.....			1	2,725	3	9,572	2	27,620	1	253	6	39,970
Connecticut.....			6	4,661	7	37,707	6	45,725	6	24,688	15	112,761
New York.....	12	6,775	40	126,717	38	231,277	21	52,494	30	65,927	88	463,190
New Jersey.....	2	1,500	3	490	7	49,860	4	20,923	4	8,177	12	80,950
Pennsylvania.....	1	780	6	10,658	46	79,028	13	7,066	18	61,969	61	159,511
North Central Division:												
Ohio.....	2	6,957	6	42,263	30	108,365	9	12,965	16	22,416	40	192,949
Indiana.....			8	11,222	19	52,012	3	6,950	6	14,978	28	85,172
Illinois.....			11	119,048	23	199,249	6	14,971	17	23,661	47	356,949
Michigan.....	2	3,552	11	31,820	7	66,865	6	3,341	12	12,819	24	118,427
Wisconsin.....	1	4,100	8	13,350	16	14,194	3	3,800	15	13,946	27	49,360
Minnesota.....			17	86,745	11	11,060	3	1,800	13	5,523	29	104,618
Iowa.....			6	37,900	19	29,168	2	1,025	11	11,701	27	79,794
Missouri.....			9	26,620	19	55,256	2	1,818	9	4,725	31	88,219
North Dakota.....			2	4,435	2	6,438				8,000	4	18,873
South Dakota.....			4	12,068	4	5,017	1	150	1	305	8	17,942
Nebraska.....			4	33,798	6	6,288	1	305	3	9,225	8	49,716
Kansas.....			7	44,553	8	15,667	2	1,400	6	4,968	13	66,568

TABLE 17.—Summary of statistics of school libraries reporting 5,000 volumes and over in 1918—Continued.

INCOME FROM VARIOUS SOURCES FOR LAST FISCAL YEAR—Continued.

States.	Direct taxation.		Public appropriations.		Allotted by institution or society.		From productive funds.		All other sources.		Total income.	
	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13
South Atlantic Division:												
Delaware.....			2	\$1,800	12	\$44,175	1	\$530	1	\$4	2	\$2,324
Maryland.....			3	14,290	5	12,807	1	250	3	637	16	59,332
District of Columbia.....			2	1,562	5	18,438			1	1,166	6	15,565
Virginia.....			1	2,500	13	11,898	6	2,809	6	4,301	19	28,048
West Virginia.....			2	8,900	3	11,750			1	12,000	5	22,768
North Carolina.....			2	2,848	9	5,115	3	4,069	6	6,525	13	24,192
South Carolina.....			2	7,867	5	17,841	3	1,692	6	1,204	12	15,878
Georgia.....			2	760	12	17,841	3	590	9	5,163	17	24,334
Florida.....			2	5,000	2	4,455					2	9,455
South Central Division:												
Kentucky.....					8	8,023	1	2,780	1	300	9	11,103
Tennessee.....					8	6,212	3	2,477	6	2,646	10	13,285
Alabama.....			1	2,000	6	12,888	1	25	2	263	8	14,080
Mississippi.....			4	4,895	6	4,000	1	960	1	2,387	6	12,242
Louisiana.....					7	14,478			1	600	8	15,078
Texas.....			5	26,375	8	11,192			1	4,702	14	42,269
Arkansas.....			1	2,000	3	1,425			1	120	4	8,545
Oklahoma.....			4	9,515	1	610					5	10,125
Western Division:												
Montana.....			2	6,170	1	6,760					3	12,920
Wyoming.....					1	2,700					1	2,700
Colorado.....			5	13,133	4	22,461	1	1,800	3	5,360	12	42,804
New Mexico.....					3	6,950					3	6,950
Arizona.....					2	9,198					2	9,198
Utah.....					4	9,812	1	540	3	544	5	14,771
Nevada.....			1	3,875							1	3,875
Idaho.....			1	6,775							1	6,775
Washington.....			2	2,500							2	2,500
Oregon.....			7	23,145	4	21,180	1	161	8	3,525	11	48,261
California.....			2	26,972			1	1,520	1	409	3	30,991
			15	29,831	14	141,578	10	42,163	10	14,054	34	227,626

TABLE 18.—*Summary of statistics of school libraries reporting 5,000 volumes and over in 1913.*  
EXPENDITURE DURING LAST FISCAL YEAR FOR VARIOUS PURPOSES, EXCEPT FOR BUILDINGS.

States.	For books and pamphlets.		For periodicals.		For binding.		For rent, light, heat, etc.		For salaries.		For all other purposes.		Total expenditure.	
	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States.....	718	\$1,216,983	574	\$198,132	431	\$145,119	94	\$91,816	560	\$1,404,747	276	\$147,040	749	\$3,138,507
North Atlantic Division.....	218	498,768	173	58,776	147	51,667	34	23,949	175	554,365	103	76,343	228	1,233,867
North Central Division.....	293	457,990	221	76,687	162	57,767	26	28,991	207	530,111	98	44,468	280	1,196,488
South Atlantic Division.....	84	66,628	76	17,877	53	10,058	10	2,900	70	87,890	32	7,473	90	192,690
South Central Division.....	57	38,372	47	5,719	24	4,030	15	3,456	49	60,193	23	6,747	64	119,517
Western Division.....	77	163,931	57	24,873	46	21,597	9	2,890	59	172,179	24	12,016	77	396,946
North Atlantic Division:														
Maine.....	8	9,065	8	2,656	6	1,317	1	161	7	14,890	4	1,478	8	29,835
New Brunswick.....	3	7,129	3	2,811	2	1,435	2	1,419	2	10,300	2	1,258	3	22,063
Vermont.....	5	4,009	4	1,895	2	816	2	1,419	4	5,149	3	659	5	12,007
Massachusetts.....	30	140,208	23	13,090	22	9,977	6	9,063	20	138,464	16	24,682	33	332,453
Rhode Island.....	5	19,964	4	2,670	6	4,059	1	1,416	4	15,416	3	2,906	6	46,138
Connecticut.....	15	37,533	8	3,628	8	3,628	3	1,063	4	15,416	9	2,906	15	111,284
New York.....	85	191,534	66	23,390	55	16,870	8	2,287	74	185,265	36	17,940	87	461,530
New Jersey.....	11	22,650	9	1,904	8	3,768	2	2,644	7	207,122	5	13,583	11	81,566
Pennsylvania.....	56	86,716	49	10,517	40	8,357	12	5,023	41	85,288	25	7,530	61	156,431
North Central Division:														
Ohio.....	40	67,465	30	7,581	27	8,641	6	8,266	34	85,332	16	6,862	40	184,177
Indiana.....	27	26,909	20	6,924	11	4,780	3	8,324	19	38,324	9	2,340	28	78,867
Illinois.....	46	131,632	33	19,588	27	19,293	6	7,294	32	172,594	17	10,503	46	380,924
Michigan.....	23	44,224	18	6,136	10	6,704	2	1,153	18	152,135	7	4,724	24	116,076
Wisconsin.....	25	18,086	21	2,774	20	1,626	1	1,136	16	19,432	8	2,707	27	44,711
Minnesota.....	29	45,889	22	7,084	15	4,839	22	38,289	22	38,289	6	2,190	30	98,291
Iowa.....	25	32,804	21	4,904	16	3,112	3	9,827	16	22,862	9	2,824	27	78,728
Missouri.....	30	34,640	24	13,948	17	6,078	3	9,827	17	22,862	8	3,121	30	86,553
North Dakota.....	4	6,727	4	675	4	920	1	920	4	9,679	2	1,550	4	18,561
South Dakota.....	8	5,966	8	1,900	6	726	1	300	7	8,960	2	1,200	8	17,942
Nebraska.....	8	21,825	6	1,900	3	539	7	22,134	8	22,134	2	1,038	8	46,636
Kansas.....	17	22,712	15	5,193	6	539	4	985	14	31,304	7	6,384	18	67,127

TABLE 18—Summary of statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.  
EXPENDITURE DURING LAST FISCAL YEAR FOR VARIOUS PURPOSES, EXCEPT FOR BUILDINGS—Continued.

States.	For books and pamphlets.		For periodicals.		For binding.		For rent, light, heat, etc.		For salaries.		For all other purposes.		Total expenditure.	
	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>South Atlantic Division:</b>														
Delaware.....	2	\$1,116	1	\$250	1	\$100	1	\$8	2	\$750	1	\$17	2	\$2,241
Maryland.....	17	15,845	15	6,726	14	5,525	1	80	14	29,547	5	1,958	17	50,601
District of Columbia.....	6	6,110	6	2,087	1	1,239	1	302	3	6,669	1	124	6	16,531
Virginia.....	17	10,510	15	1,648	11	3,893	1	750	13	10,830	7	2,012	18	24,833
West Virginia.....	3	6,060	4	1,019	3	399	.....	.....	3	6,330	.....	.....	4	13,798
North Carolina.....	12	8,231	11	2,311	4	537	3	1,467	10	10,017	7	1,460	13	24,043
South Carolina.....	10	5,163	10	1,276	7	612	1	25	12	8,130	5	1,449	12	15,655
Georgia.....	15	7,198	13	1,550	7	673	2	178	11	13,361	5	1,223	16	24,192
Florida.....	2	6,700	1	200	1	80	1	150	2	2,276	1	200	2	9,005
<b>South Central Division:</b>														
Kentucky.....	10	3,464	8	548	6	117	2	918	5	4,552	4	1,494	11	11,093
Tennessee.....	8	4,080	8	1,110	3	648	2	338	8	6,671	6	1,085	10	13,802
Alabama.....	6	2,600	6	801	3	114	2	290	7	8,599	3	1,837	8	14,011
Mississippi.....	5	4,438	5	571	2	229	1	300	5	5,325	3	316	5	11,299
Louisiana.....	8	6,499	4	1,150	4	574	1	25	5	7,850	3	310	8	16,403
Texas.....	12	13,574	9	1,967	3	2,050	6	1,515	11	20,746	3	452	13	39,304
Arkansas.....	4	3,313	3	313	1	86	1	100	4	1,630	1	23	3	3,365
Oklahoma.....	4	3,534	3	559	2	212	.....	.....	4	4,820	1	1,000	5	10,125
<b>Western Division:</b>														
Montana.....	3	4,300	3	1,660	3	850	.....	.....	3	6,130	.....	.....	3	12,920
Wyoming.....	1	2,100	1	400	.....	200	.....	.....	.....	.....	.....	.....	.....	2,700
Colorado.....	12	15,363	10	4,007	7	2,563	1	62	10	19,983	4	1,116	12	42,770
New Mexico.....	3	2,414	3	819	2	389	1	144	2	1,900	1	50	3	5,716
Arizona.....	2	3,965	2	825	2	788	.....	.....	2	3,600	.....	.....	2	9,198
Utah.....	5	3,626	4	1,363	3	788	.....	.....	5	7,704	2	173	6	15,453
Nevada.....	1	2,350	1	1,075	1	150	.....	.....	1	3,200	.....	.....	1	6,773
Idaho.....	2	3,840	1	109	1	79	.....	.....	1	1,100	.....	.....	2	2,628
Washington.....	11	18,686	8	3,212	5	2,304	1	408	9	23,029	2	900	11	46,139
Oregon.....	3	10,518	3	3,196	2	1,814	2	1,007	3	11,067	2	1,394	3	28,096
California.....	31	98,349	21	7,917	13	11,672	4	1,239	23	91,491	11	7,884	34	221,062

TABLE 19.—*Combined statistics of public, society, and school libraries reporting 5,000 volumes and over in 1913.*

## BOOKS, ADDITIONS, INCOME AND EXPENDITURE.

States.	Volumes.		Volumes added during past year.		Total income.		Total expenditure.	
	Libraries reporting.	Volumes.	Libraries reporting.	Volumes.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9
United States.....	2,849	75,112,935	2,548	4,387,083	2,441	\$19,572,527	2,408	\$17,915,083
North Atlantic Division...	1,263	35,971,144	1,157	1,941,508	1,101	9,103,192	1,082	8,191,124
North Central Division...	944	21,740,917	846	1,383,546	823	6,109,188	817	5,646,084
South Atlantic Division...	223	8,733,689	179	357,194	168	1,580,330	165	1,537,991
South Central Division...	170	3,220,519	143	167,163	129	599,671	126	554,362
Western Division.....	249	5,446,666	223	537,672	220	2,180,146	218	1,985,512
North Atlantic Division:								
Maine.....	62	992,558	58	40,810	59	158,985	57	133,796
New Hampshire.....	59	974,713	57	33,507	56	137,306	55	127,964
Vermont.....	34	544,704	33	28,381	31	72,722	30	66,016
Massachusetts.....	343	9,894,189	318	366,949	312	2,100,489	307	2,007,382
Rhode Island.....	51	1,173,891	48	46,922	45	210,465	44	206,595
Connecticut.....	103	2,918,662	94	126,736	92	478,132	91	442,312
New York.....	326	11,098,766	299	877,241	276	4,051,838	273	3,406,918
New Jersey.....	76	2,191,024	68	138,046	63	637,191	60	606,317
Pennsylvania.....	209	5,582,637	182	282,916	167	1,256,064	165	1,193,834
North Central Division:								
Ohio.....	150	4,064,805	131	255,408	122	1,088,167	119	1,041,241
Indiana.....	97	1,694,093	93	99,219	85	461,348	85	390,022
Illinois.....	176	4,962,064	157	383,321	151	1,498,373	150	1,399,506
Michigan.....	89	2,149,461	74	129,904	83	657,637	82	658,869
Wisconsin.....	92	1,864,517	85	97,179	83	500,813	82	428,447
Minnesota.....	62	1,429,899	59	103,718	60	486,227	61	459,173
Iowa.....	96	1,542,313	86	98,302	86	390,791	86	351,694
Missouri.....	63	2,050,262	55	112,193	54	631,180	53	564,888
North Dakota.....	12	172,857	11	11,647	10	34,115	10	33,735
South Dakota.....	19	194,489	16	10,972	15	41,464	15	39,947
Nebraska.....	31	651,147	31	32,002	26	139,753	26	135,345
Kansas.....	57	975,060	48	49,681	48	179,320	48	173,227
South Atlantic Division:								
Delaware.....	7	189,955	6	6,176	7	33,082	7	31,379
Maryland.....	46	1,513,663	36	62,767	31	233,719	31	221,759
District of Columbia...	52	4,853,887	40	207,426	32	1,023,977	32	1,022,506
Virginia.....	28	642,074	21	18,063	24	63,616	23	61,426
West Virginia.....	12	229,757	11	11,808	8	58,166	7	39,234
North Carolina.....	25	450,987	21	14,273	20	43,036	20	42,534
South Carolina.....	19	334,160	18	8,193	16	27,450	16	26,639
Georgia.....	27	434,371	21	20,915	25	72,377	24	68,743
Florida.....	7	84,845	5	7,573	5	24,958	5	24,799
South Central Division:								
Kentucky.....	29	622,812	25	36,803	19	141,345	20	117,643
Tennessee.....	27	623,736	20	22,437	17	80,041	16	81,061
Alabama.....	26	360,264	22	20,292	18	41,197	18	38,742
Mississippi.....	12	219,508	9	11,186	9	18,142	7	14,665
Louisiana.....	15	396,172	13	15,416	13	80,696	13	77,448
Texas.....	37	602,602	35	38,900	33	179,437	32	170,089
Arkansas.....	9	222,147	6	9,791	8	11,886	8	14,291
Oklahoma.....	15	173,388	13	12,338	12	46,927	12	40,432
Western Division:								
Montana.....	17	280,556	14	17,587	16	108,323	16	101,735
Wyoming.....	5	123,198	5	5,687	5	22,567	5	20,919
Colorado.....	37	742,933	34	44,385	32	164,413	32	157,408
New Mexico.....	6	51,986	5	4,657	5	9,737	4	8,352
Arizona.....	7	76,935	6	5,061	6	25,926	6	25,896
Utah.....	8	162,769	7	15,588	8	44,017	8	49,650
Nevada.....	3	103,080	3	6,422	3	61,073	3	28,994
Idaho.....	8	106,175	7	13,180	6	17,500	5	16,776
Washington.....	22	571,303	20	74,384	21	323,034	21	290,421
Oregon.....	16	425,745	12	48,328	11	277,690	11	180,182
California.....	120	2,802,986	110	302,403	107	1,130,866	107	1,105,207

TABLE 20.—*Summary of statistics of public, society, and school libraries reporting 5,000 volumes and over in 1913.*

## GROWTH OF LIBRARIES SINCE 1908.

States.	Number of libraries reporting.	Volumes reported by the 2,849 libraries.	Increase since 1908.		Per cent of increase in volumes.
			Libraries reporting.	Volumes.	
1	2	3	4	5	6
United States.....	2,849	75,112,835	551	19,762,772	35.70
North Atlantic Division.....	1,263	35,971,144	163	7,489,983	20.30
North Central Division.....	944	21,740,917	221	6,545,415	43.07
South Atlantic Division.....	223	8,732,639	35	2,346,280	36.78
South Central Division.....	170	3,220,619	46	1,095,066	51.59
Western Division.....	249	8,446,666	84	2,283,023	72.16
North Atlantic Division:					
Maine.....	62	902,558	10	140,060	18.55
New Hampshire.....	59	974,713	12	218,627	28.62
Vermont.....	34	544,704	6	112,479	26.02
Massachusetts.....	343	9,894,189	24	2,053,130	26.18
Rhode Island.....	51	1,173,861	8	253,421	27.53
Connecticut.....	103	2,918,002	10	856,081	41.55
New York.....	326	11,608,766	46	2,423,752	36.13
New Jersey.....	76	2,191,024	14	552,574	33.72
Pennsylvania.....	209	5,582,637	32	878,354	18.67
North Central Division:					
Ohio.....	150	4,054,805	24	922,466	29.45
Indiana.....	97	1,694,903	32	545,678	47.52
Illinois.....	176	4,963,054	46	1,520,370	44.18
Michigan.....	89	2,149,401	16	459,640	25.71
Wisconsin.....	92	1,884,517	20	708,505	61.43
Minnesota.....	62	1,429,809	20	465,006	53.11
Iowa.....	96	1,542,313	22	464,473	47.19
Missouri.....	63	2,050,202	9	726,280	64.86
North Dakota.....	12	172,857	4	80,988	88.16
South Dakota.....	19	194,489	9	99,188	104.08
Nebraska.....	31	651,147	6	220,455	51.19
Kansas.....	67	975,060	19	290,367	42.41
South Atlantic Division:					
Delaware.....	7	189,955	3	74,450	64.46
Maryland.....	46	1,513,983	7	228,841	17.81
District of Columbia.....	52	4,853,887	2	1,390,593	49.40
Virginia.....	28	642,074	1	146,220	28.49
West Virginia.....	12	229,757	1	82,048	67.57
North Carolina.....	25	450,987	9	185,403	76.45
South Carolina.....	19	334,150	3	69,319	26.17
Georgia.....	27	484,871	8	114,012	35.59
Florida.....	7	84,845	1	30,794	56.97
South Central Division:					
Kentucky.....	29	622,812	9	200,548	47.49
Tennessee.....	27	623,736	2	204,743	48.86
Alabama.....	26	360,254	8	53,627	20.24
Mississippi.....	12	219,508	4	70,675	47.49
Louisiana.....	15	396,172	2	116,064	41.45
Texas.....	37	602,502	11	223,836	69.11
Arkansas.....	9	222,147	2	101,347	83.90
Oklahoma.....	15	173,888	8	95,196	121.75
Western Division:					
Montana.....	17	280,556	5	83,283	42.22
Wyoming.....	5	123,198	1	75,106	154.17
Colorado.....	37	742,933	13	282,679	61.42
New Mexico.....	6	51,986	1	12,496	21.61
Arizona.....	7	76,935	3	34,935	53.18
Utah.....	8	162,769	0	47,184	40.82
Nevada.....	3	103,080	0	32,096	45.22
Idaho.....	8	105,175	2	56,967	118.17
Washington.....	22	571,303	7	253,862	79.97
Oregon.....	16	428,745	8	252,363	145.55
California.....	120	2,802,966	46	1,152,063	69.78

TABLE 21.—*Summary of statistics of libraries reporting 5,000 volumes and over in 1913.*

## SALARIES OF LIBRARIANS—AVERAGE SALARY.

States.	Public and society libraries.			School libraries.		
	Libraries reporting.	Salaries of librarians.	Average salary.	Libraries reporting.	Salaries of librarians.	Average salary.
1	2	3	4	5	6	7
United States.....	1,536	\$1,338,336	\$871	558	\$534,913	\$958
North Atlantic Division.....	783	582,191	744	168	186,968	1,112
North Central Division.....	490	438,450	905	200	185,992	890
South Atlantic Division.....	72	91,595	1,272	69	51,510	747
South Central Division.....	56	63,560	1,135	53	38,848	733
Western Division.....	135	162,540	1,204	59	71,700	1,215
North Atlantic Division:						
Maine.....	44	22,072	502	7	8,850	1,264
New Hampshire.....	51	20,714	406	3	4,000	1,333
Vermont.....	24	13,658	569	3	3,400	1,133
Massachusetts.....	254	161,178	635	21	29,320	1,396
Rhode Island.....	34	1,863	545	5	8,550	1,710
Connecticut.....	68	44,189	650	12	17,415	1,451
New York.....	167	166,129	995	67	71,928	1,074
New Jersey.....	47	47,775	1,016	11	15,040	1,367
Pennsylvania.....	94	104,613	1,113	39	28,365	727
North Central Division:						
Ohio.....	79	71,172	901	25	30,900	883
Indiana.....	58	46,032	794	17	13,495	794
Illinois.....	97	98,343	880	32	36,580	1,143
Michigan.....	45	42,325	941	19	18,190	957
Wisconsin.....	52	42,171	811	16	11,920	745
Minnesota.....	27	26,302	974	21	15,194	723
Iowa.....	55	45,095	820	15	10,985	731
Missouri.....	18	32,300	1,789	15	15,720	1,048
North Dakota.....	5	4,110	822	5	6,150	1,230
South Dakota.....	7	5,820	831	9	7,510	834
Nebraska.....	18	15,260	847	9	5,903	656
Kansas.....	29	21,720	749	16	13,455	841
South Atlantic Division:						
Delaware.....	5	4,525	905	2	750	375
Maryland.....	10	8,410	841	13	13,420	1,032
District of Columbia.....	25	46,980	1,879	4	4,500	1,125
Virginia.....	5	5,740	1,148	2	6,420	535
West Virginia.....	5	6,900	1,380	4	3,550	888
North Carolina.....	9	7,380	820	10	7,270	727
South Carolina.....	4	3,300	825	12	6,010	501
Georgia.....	7	6,320	903	10	7,590	759
Florida.....	2	2,040	1,020	2	2,000	1,000
South Central Division:						
Kentucky.....	9	11,740	1,304	6	3,460	577
Tennessee.....	6	7,780	1,297	10	4,887	489
Alabama.....	9	8,440	938	7	4,901	700
Mississippi.....	2	2,220	1,110	5	4,130	826
Louisiana.....	4	6,600	1,650	5	4,490	898
Texas.....	16	16,480	1,030	12	10,450	871
Arkansas.....	3	3,700	1,233	3	1,130	377
Oklahoma.....	7	6,600	943	5	5,400	1,080
Western Division:						
Montana.....	14	17,424	1,245	8	3,400	1,133
Wyoming.....	4	4,620	1,155	1	2,000	1,000
Colorado.....	19	17,578	925	9	9,230	1,026
New Mexico.....	1	960	960	1	1,000	1,000
Arizona.....	4	3,240	810	2	2,700	1,350
Utah.....	2	2,820	1,410	5	5,275	1,055
Nevada.....	2	3,600	1,800	1	2,400	1,200
Idaho.....	4	4,320	1,080	3	3,950	1,317
Washington.....	10	16,640	1,664	9	10,965	1,218
Oregon.....	9	11,980	1,331	3	4,600	1,533
California.....	66	79,360	1,202	22	26,180	1,190

TABLE 22.—Combined statistics of public, society, and school libraries reporting 1,000 volumes and over in 1913.

## DISTRIBUTION OF LIBRARIES AND BOOKS.

States.	Number of libraries reporting.	Number of volumes re- ported by the 8,302 libraries.	Census Office estimate of population in 1913.	Number of people per library.	Number of books per 100 persons.
1	2	3	4	5	6
United States.....	8,302	86,802,877	97,163,330	11,704	89
North Atlantic Division.....	3,199	40,489,781	27,435,178	8,576	145
North Central Division.....	2,969	25,858,512	31,043,717	10,456	83
South Atlantic Division.....	544	9,419,442	12,763,921	23,463	74
South Central Division.....	585	4,064,525	18,206,281	31,122	22
Western Division.....	1,005	6,970,612	7,714,233	7,676	90
North Atlantic Division:					
Maine.....	190	1,315,211	757,936	3,989	174
New Hampshire.....	212	1,344,522	436,740	2,060	306
Vermont.....	139	782,961	359,957	2,590	217
Massachusetts.....	626	10,596,707	3,548,705	5,699	299
Rhode Island.....	87	1,269,135	579,666	6,663	219
Connecticut.....	249	3,279,705	1,181,793	4,746	278
New York.....	1,037	13,308,082	9,712,954	9,366	137
New Jersey.....	213	2,481,082	2,749,486	12,908	90
Pennsylvania.....	446	6,112,381	8,107,942	18,179	75
North Central Division:					
Ohio.....	363	4,438,228	4,965,169	13,678	90
Indiana.....	252	2,012,669	2,760,792	10,955	73
Illinois.....	474	5,605,891	5,904,043	12,455	95
Michigan.....	295	2,585,648	2,936,618	9,955	87
Wisconsin.....	322	2,327,225	2,419,898	7,515	94
Minnesota.....	278	1,877,740	2,181,077	7,846	88
Iowa.....	306	1,959,642	2,222,472	7,263	86
Missouri.....	212	2,331,786	3,353,983	15,821	70
North Dakota.....	73	296,811	660,549	9,053	45
South Dakota.....	77	309,727	643,121	8,352	43
Nebraska.....	120	831,687	1,233,122	10,276	67
Kansas.....	197	1,251,458	1,762,573	8,947	71
South Atlantic Division:					
Delaware.....	14	204,072	208,036	14,860	93
Maryland.....	85	1,602,422	1,330,209	15,650	120
District of Columbia.....	86	4,929,527	348,077	4,047	1,416
Virginia.....	71	724,187	2,129,003	29,966	34
West Virginia.....	48	304,842	1,306,345	27,216	22
North Carolina.....	85	576,785	2,307,809	27,151	25
South Carolina.....	42	396,068	1,572,285	37,435	25
Georgia.....	89	564,063	2,736,737	30,750	21
Florida.....	24	117,486	825,420	34,393	14
South Central Division:					
Kentucky.....	92	755,029	2,336,277	26,394	32
Tennessee.....	77	728,637	2,238,128	29,066	32
Alabama.....	69	462,297	2,238,614	32,444	21
Mississippi.....	42	278,582	1,876,987	44,690	15
Louisiana.....	46	462,174	1,745,658	37,949	26
Texas.....	149	821,434	4,171,997	28,000	20
Arkansas.....	41	278,000	1,659,859	40,484	17
Oklahoma.....	69	278,372	1,938,761	28,068	14
Western Division:					
Montana.....	47	341,225	419,174	8,919	81
Wyoming.....	18	152,516	163,325	9,074	93
Colorado.....	111	910,968	883,276	7,957	103
New Mexico.....	20	84,837	370,185	18,509	23
Arizona.....	18	96,766	230,808	12,823	42
Utah.....	33	206,635	404,735	12,265	52
Nevada.....	10	116,841	94,722	9,472	123
Idaho.....	36	164,901	378,818	10,523	44
Washington.....	105	732,864	1,344,686	12,807	55
Oregon.....	69	534,451	756,988	10,971	71
California.....	538	3,626,618	2,667,516	4,968	136

TABLE 23.—*Growth of libraries of 5,000 volumes and over since 1891.*

NUMBER OF LIBRARIES REPORTING 5,000 VOLUMES AND OVER.

States.	1891	1896	1900	1903	1908	1913
1	2	3	4	5	6	7
United States.....	1,174	1,299	1,729	2,028	2,298	2,849
North Atlantic Division.....	606	659	853	976	1,100	1,263
North Central Division.....	310	354	502	604	723	944
South Atlantic Division.....	124	130	173	188	188	223
South Central Division.....	70	71	87	118	124	170
Western Division.....	65	85	114	142	163	249
North Atlantic Division:						
Maine.....	19	29	36	38	52	62
New Hampshire.....	16	27	29	39	47	59
Vermont.....	15	18	21	24	29	34
Massachusetts.....	207	207	263	295	317	343
Rhode Island.....	28	21	27	36	43	51
Connecticut.....	80	33	66	71	93	103
New York.....	141	167	220	250	280	326
New Jersey.....	30	30	41	53	62	76
Pennsylvania.....	119	127	150	170	177	209
North Central Division:						
Ohio.....	62	68	92	116	126	150
Indiana.....	31	35	50	60	65	97
Illinois.....	71	70	98	116	136	176
Michigan.....	34	38	48	61	73	89
Wisconsin.....	22	30	46	54	72	92
Minnesota.....	16	22	34	39	42	62
Iowa.....	29	32	42	54	74	96
Missouri.....	25	29	43	41	54	63
North Dakota.....	1	2	3	3	8	12
South Dakota.....	1	2	6	10	10	19
Nebraska.....	8	9	13	18	25	31
Kansas.....	10	17	27	32	38	57
South Atlantic Division:						
Delaware.....	5	4	6	5	4	7
Maryland.....	26	28	39	40	39	46
District of Columbia.....	29	33	46	52	50	52
Virginia.....	22	21	23	25	27	28
West Virginia.....	5	4	6	8	11	12
North Carolina.....	10	11	18	18	16	25
South Carolina.....	10	11	12	15	16	19
Georgia.....	14	15	18	18	19	27
Florida.....	3	3	5	7	6	7
South Central Division:						
Kentucky.....	15	14	16	21	20	29
Tennessee.....	16	21	26	26	25	27
Alabama.....	9	9	9	13	18	26
Mississippi.....	6	4	3	5	8	12
Louisiana.....	12	11	10	13	13	15
Texas.....	7	9	15	30	26	37
Arkansas.....	5	3	5	6	7	9
Oklahoma.....			3	4	7	15
Western Division:						
Montana.....	2	4	7	10	12	17
Wyoming.....	1	1	4	4	4	5
Colorado.....	11	15	22	23	24	37
New Mexico.....	1			3	5	6
Arizona.....	2	1	2	2	4	7
Utah.....	4	3	4	7	8	8
Nevada.....	1	2	3	2	3	3
Idaho.....	1	1	2	2	6	8
Washington.....	3	5	8	9	15	22
Oregon.....	5	5	8	8	8	16
California.....	34	48	54	72	74	120

TABLE 24.—*Summary of statistics of public and society libraries reporting 1,000 to 4,999 volumes in 1913.*

BOOKS, ADDITIONS, CARDS IN FORCE, BOOKS ISSUED.

States.	Libraries reporting.	Branch libraries.	Volumes.	Volumes added during past year.		Borrowers' cards in force.		Books issued for use outside library.	
				Libraries reporting.	Number.	Libraries reporting.	Number.	Libraries reporting.	Number.
1	2	3	4	5	6	7	8	9	10
United States...	2,188	397	5,808,500	1,703	389,085	1,489	1,011,978	1,346	8,982,162
North Atlantic Division:									
North Atlantic Division.....	1,068	242	2,749,321	829	146,094	661	302,115	639	3,044,504
North Central Division.....	685	67	1,668,455	545	137,336	541	449,075	453	3,803,568
South Atlantic Division.....	93	17	218,892	63	11,324	55	41,022	50	304,241
South Central Division.....	95	1	242,235	58	22,281	64	44,019	47	282,577
Western Division.....	257	70	609,597	208	72,000	168	174,847	157	1,547,252
North Atlantic Division:									
Maine.....	107	32	275,027	83	12,448	48	26,767	40	242,513
New Hampshire.....	140	43	346,163	119	14,877	89	24,687	81	298,661
Vermont.....	92	52	210,052	66	8,500	49	18,757	47	195,796
Massachusetts.....	193	76	507,068	156	23,633	119	35,034	125	475,667
Rhode Island.....	26	-----	72,109	19	2,730	15	5,650	16	50,394
Connecticut.....	95	22	265,287	72	11,424	63	22,559	56	285,379
New York.....	244	12	665,864	202	43,095	172	114,027	182	1,152,681
New Jersey.....	67	2	166,153	52	17,018	51	23,973	46	89,314
Pennsylvania.....	94	3	241,598	60	12,369	55	30,761	46	245,109
North Central Division:									
Ohio.....	57	1	153,648	40	14,326	43	29,696	34	279,401
Indiana.....	58	6	149,864	46	16,640	50	45,039	44	415,496
Illinois.....	109	7	285,687	79	17,984	79	53,177	71	559,704
Michigan.....	66	6	156,040	47	6,864	35	29,761	25	206,442
Wisconsin.....	80	8	197,886	69	13,798	72	65,807	61	622,763
Minnesota.....	67	1	161,062	60	14,347	65	56,580	60	494,136
Iowa.....	88	4	215,933	75	23,379	72	50,239	57	460,508
Missouri.....	25	1	62,169	16	3,047	18	10,420	16	77,538
North Dakota.....	15	-----	40,527	14	4,033	12	24,818	10	91,763
South Dakota.....	17	-----	40,521	14	3,903	13	28,207	11	74,442
Nebraska.....	49	2	104,166	41	11,702	40	31,258	33	283,199
Kansas.....	54	31	115,952	44	7,313	41	24,071	31	238,196
South Atlantic Division:									
Delaware.....	4	-----	10,017	3	762	2	495	2	18,148
Maryland.....	7	3	15,951	5	478	5	4,150	6	9,015
District of Columbia.....	7	14	16,573	3	529	3	2,601	2	15,550
Virginia.....	14	-----	29,082	7	495	7	1,215	4	11,878
West Virginia.....	4	-----	12,615	2	529	3	4,936	3	34,038
North Carolina.....	19	-----	35,281	12	2,001	8	3,961	10	38,516
South Carolina.....	7	-----	20,546	6	1,243	4	10,705	4	33,791
Georgia.....	22	-----	58,776	19	4,609	17	13,355	15	134,506
Florida.....	9	-----	20,051	6	678	6	504	4	8,800
South Central Division:									
Kentucky.....	18	-----	48,175	12	7,034	14	8,827	8	70,957
Tennessee.....	10	-----	26,366	5	1,559	5	1,165	7	7,206
Alabama.....	13	-----	37,416	9	1,524	6	3,573	3	33,993
Mississippi.....	5	1	10,655	1	36	1	400	2	3,000
Louisiana.....	7	-----	22,063	6	3,655	4	2,263	4	23,901
Texas.....	22	-----	52,329	11	2,168	15	14,083	10	45,604
Arkansas.....	4	-----	9,400	2	400	3	416	2	3,380
Oklahoma.....	16	-----	35,831	12	5,905	16	13,292	11	94,536
Western Division:									
Montana.....	6	1	17,043	6	1,156	6	5,337	5	45,294
Wyoming.....	11	1	26,604	9	2,279	9	9,177	8	61,299
Colorado.....	24	1	65,845	18	3,376	12	8,095	10	79,777
New Mexico.....	6	-----	14,002	4	962	2	3,467	4	29,702
Arizona.....	-----	-----	-----	-----	-----	-----	-----	-----	-----
Utah.....	9	1	18,264	7	2,526	8	9,431	7	59,647
Nevada.....	2	-----	5,500	1	300	2	540	1	150
Idaho.....	10	-----	23,807	9	4,071	10	14,032	9	103,562
Washington.....	27	-----	60,689	20	9,175	21	33,288	20	216,157
Oregon.....	21	8	47,933	18	6,746	19	25,779	17	187,156
California.....	141	58	329,910	116	41,409	78	65,701	76	764,508

TABLE 25.—Summary of statistics of public and society libraries reporting 1,000 to 4,999 volumes in 1913.

CLASSIFICATION AS TO USE OF BOOKS; OCCUPANCY OF BUILDING; EMPLOYEES.

States.	Free or otherwise.					Library building.				Paid library employees.		Building force, janitors, etc.	
	Free.	Free for reference.	Subscription or membership.	Subscription or membership, free for reference.	Unclassified.	Owned.	Rented.	Furnished free.	Not reporting.	Libraries reporting.	Number of employees.	Libraries reporting.	Number of employees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States.....	1,616	91	89	228	164	881	396	770	141	1,603	1,966	622	652
North Atlantic Division.....	813	41	34	82	88	366	204	402	86	740	913	240	253
North Central Division.....	524	23	35	62	41	313	126	216	30	552	658	242	252
South Atlantic Division.....	46	5	5	33	4	37	12	36	8	57	70	25	29
South Central Division.....	48	5	8	27	7	49	10	28	8	66	73	29	30
Western Division.....	185	17	7	24	24	116	44	88	9	188	272	86	88
North Atlantic Division:													
Maine.....	71	3	8	16	9	37	26	34	10	65	81	24	24
New Hampshire.....	130	4	1	1	4	67	13	62	8	124	157	26	28
Vermont.....	78	4	2	6	2	35	20	31	6	64	83	18	19
Massachusetts.....	147	7	9	8	22	69	24	81	19	149	206	39	45
Rhode Island.....	19	2	.....	1	4	9	3	12	2	15	15	2	2
Connecticut.....	71	2	2	9	11	36	16	36	7	66	75	27	28
New York.....	197	10	4	13	20	85	61	75	23	165	188	63	65
New Jersey.....	43	2	4	15	3	19	21	26	1	43	50	20	20
Pennsylvania.....	57	7	4	13	13	19	20	45	10	49	59	21	22
North Central Division:													
Ohio.....	44	1	3	5	4	19	13	21	4	46	58	16	17
Indiana.....	50	1	3	3	1	27	13	16	2	49	65	23	24
Illinois.....	78	5	4	9	13	50	22	30	7	86	104	45	47
Michigan.....	42	4	11	5	4	28	14	22	2	48	56	12	12
Wisconsin.....	75	.....	2	1	2	25	21	33	1	68	81	25	26
Minnesota.....	59	1	2	4	1	33	10	21	3	59	70	27	29
Iowa.....	65	3	4	9	7	51	8	27	2	71	86	34	35
Missouri.....	11	2	2	7	3	7	5	10	3	19	22	9	11
North Dakota.....	10	.....	4	1	6	3	5	1	1	12	13	6	6
South Dakota.....	12	2	1	1	1	8	3	6	.....	14	16	7	7
Nebraska.....	42	.....	1	4	2	27	10	11	1	42	43	20	20
Kansas.....	36	4	2	10	2	32	4	14	4	38	44	18	18
South Atlantic Division:													
Delaware.....	3	.....	.....	1	.....	1	3	.....	3	4	2	2	2
Maryland.....	2	2	.....	2	1	1	4	1	5	6	2	5	5
District of Columbia.....	3	.....	1	.....	3	1	2	4	3	5	.....	.....	.....
Virginia.....	4	1	3	6	.....	6	3	5	4	6	2	2	2
West Virginia.....	2	.....	.....	1	.....	1	1	2	4	5	2	2	2
North Carolina.....	16	.....	.....	2	.....	8	3	6	2	10	12	4	4
South Carolina.....	3	1	.....	3	.....	3	.....	4	.....	7	9	2	2
Georgia.....	13	1	1	8	.....	14	1	7	.....	16	18	11	12
Florida.....	1	.....	.....	8	.....	4	1	3	1	5	5	.....	.....
South Central Division:													
Kentucky.....	9	1	3	4	1	11	2	5	.....	13	15	7	8
Tennessee.....	4	.....	3	2	1	3	2	4	1	6	6	3	3
Alabama.....	6	1	.....	4	2	9	.....	2	2	9	11	3	3
Mississippi.....	2	.....	.....	3	.....	2	1	1	1	4	4	2	2
Louisiana.....	3	2	.....	2	.....	2	.....	5	.....	4	4	2	2
Texas.....	13	1	2	5	2	11	3	5	3	15	16	5	5
Arkansas.....	.....	.....	.....	3	1	2	.....	1	1	2	2	1	1
Oklahoma.....	12	.....	.....	4	.....	9	2	5	.....	13	15	6	6
Western Division:													
Montana.....	5	.....	.....	1	.....	2	1	3	.....	4	4	2	2
Wyoming.....	9	.....	1	1	.....	11	.....	.....	.....	9	12	8	8
Colorado.....	11	4	2	5	2	12	4	7	1	20	21	8	8
New Mexico.....	3	1	.....	1	1	1	1	3	1	4	4	1	1
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	7	.....	1	1	.....	5	2	2	.....	9	12	4	4
Nevada.....	2	.....	.....	.....	.....	2	.....	.....	.....	2	2	.....	.....
Idaho.....	10	.....	.....	.....	.....	5	3	2	.....	10	11	5	5
Washington.....	24	.....	.....	2	1	16	3	7	1	23	32	11	11
Oregon.....	18	1	1	1	.....	12	4	4	1	19	27	8	8
California.....	96	11	2	12	20	50	26	60	5	88	147	39	41

TABLE 26.—Summary of statistics of public and society libraries reporting 1,000 to 4,999 volumes in 1913.

## CONTROL AND CLASSIFICATION.

States.	Control.						Classification.						
	Government.	State.	County.	City.	Township, town, village, or borough.	or Corporation society.	General.	Historical.	Medical.	Scientific.	Theological.	Law.	Unclassified.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States.....	12	58	58	564	600	896	2,007	34	17	27	11	64	28
North Atlantic Division.....	1	25	15	63	443	511	975	24	10	13	7	20	9
North Central Division.....	1	23	3	318	145	195	659	5	2	5	1	8	5
South Atlantic Division.....	5	2	.....	18	4	64	83	1	1	.....	1	1	6
South Central Division.....	3	.....	.....	38	2	52	90	1	.....	.....	.....	1	5
Western Division.....	5	5	40	127	6	74	200	3	4	9	2	34	5
North Atlantic Division:													
Maine.....	1	1	12	2	31	60	91	4	.....	.....	.....	12	.....
New Hampshire.....	.....	1	.....	.....	125	14	139	1	.....	.....	.....	.....	.....
Vermont.....	.....	1	.....	7	53	31	91	.....	.....	.....	.....	.....	1
Massachusetts.....	8	.....	22	98	65	179	6	2	2	2	.....	.....	2
Rhode Island.....	2	.....	7	2	15	23	1	.....	.....	.....	.....	.....	1
Connecticut.....	2	.....	7	37	49	91	.....	.....	1	3	.....	.....	.....
New York.....	8	2	4	71	159	224	5	2	7	1	2	3	.....
New Jersey.....	.....	1	1	20	45	64	.....	2	.....	.....	1	1	.....
Pennsylvania.....	2	.....	13	6	73	73	7	3	3	1	5	2	.....
North Central Division:													
Ohio.....	.....	2	.....	13	19	23	50	2	.....	.....	.....	2	3
Indiana.....	.....	1	1	32	16	8	56	.....	.....	.....	.....	2	.....
Illinois.....	.....	1	1	47	23	37	103	1	1	2	1	1	.....
Michigan.....	1	3	1	12	26	23	63	1	.....	.....	.....	2	.....
Wisconsin.....	.....	2	.....	50	17	11	78	.....	.....	.....	.....	1	1
Minnesota.....	.....	1	.....	29	23	14	67	.....	.....	.....	.....	.....	.....
Iowa.....	.....	6	.....	53	5	24	87	.....	1	.....	.....	.....	.....
Missouri.....	.....	.....	4	2	19	23	.....	1	1	.....	.....	.....	.....
North Dakota.....	.....	2	.....	7	1	5	14	1	.....	.....	.....	.....	.....
South Dakota.....	.....	1	.....	14	.....	2	17	.....	.....	.....	.....	.....	.....
Nebraska.....	.....	2	.....	29	10	8	49	.....	.....	.....	.....	.....	.....
Kansas.....	.....	2	.....	28	3	21	52	.....	.....	1	.....	.....	1
South Atlantic Division:													
Delaware.....	.....	.....	.....	1	.....	3	4	.....	.....	.....	.....	.....	.....
Maryland.....	.....	.....	.....	.....	.....	7	6	.....	.....	.....	.....	.....	1
District of Columbia.....	4	.....	.....	.....	.....	3	3	.....	.....	.....	.....	1	3
Virginia.....	1	.....	.....	1	1	11	14	.....	.....	.....	.....	.....	.....
West Virginia.....	.....	.....	.....	2	.....	2	3	.....	1	.....	.....	.....	.....
North Carolina.....	.....	.....	.....	1	3	15	17	.....	.....	.....	1	.....	1
South Carolina.....	.....	.....	.....	2	.....	5	6	1	.....	.....	.....	.....	.....
Georgia.....	.....	1	.....	11	.....	10	22	.....	.....	.....	.....	.....	.....
Florida.....	.....	1	.....	.....	.....	8	8	.....	.....	.....	.....	.....	1
South Central Division:													
Kentucky.....	.....	1	.....	5	.....	12	18	.....	.....	.....	.....	.....	.....
Tennessee.....	.....	.....	.....	3	.....	7	10	.....	.....	.....	.....	.....	.....
Alabama.....	.....	.....	.....	5	.....	8	11	.....	.....	.....	.....	.....	2
Mississippi.....	.....	.....	.....	2	.....	3	5	.....	.....	.....	.....	.....	.....
Louisiana.....	.....	1	.....	3	.....	3	5	1	.....	.....	.....	.....	1
Texas.....	.....	1	.....	9	.....	12	21	.....	.....	.....	.....	1	.....
Arkansas.....	.....	.....	.....	.....	.....	4	4	.....	.....	.....	.....	.....	.....
Oklahoma.....	.....	.....	.....	11	2	3	16	.....	.....	.....	.....	.....	.....
Western Division:													
Montana.....	.....	.....	.....	3	1	2	6	.....	.....	.....	.....	.....	.....
Wyoming.....	.....	.....	8	1	.....	2	11	.....	.....	.....	.....	.....	.....
Colorado.....	.....	1	.....	11	2	10	18	.....	1	2	.....	3	.....
New Mexico.....	1	.....	.....	1	.....	4	5	1	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	.....	.....	.....	8	.....	1	9	.....	.....	.....	.....	.....	.....
Nevada.....	.....	.....	.....	.....	.....	2	2	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	7	1	2	10	.....	.....	.....	.....	.....	.....
Washington.....	.....	1	.....	21	.....	5	27	.....	.....	.....	.....	.....	.....
Oregon.....	.....	.....	1	17	.....	3	21	.....	.....	.....	.....	.....	.....
California.....	4	3	31	58	2	43	91	2	3	7	2	31	5

TABLE 27.—*Summary of statistics of public and society libraries reporting 1,000 to 4,999 volumes in 1913.*

## DISTRIBUTION OF BOOKS AND PUBLIC TAXATION.

States.	Distribution of books to public outside of city.			Distribution of sections of library to schools.			Public taxation for support of library.		
	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting tax.	Libraries reporting no tax.	Libraries not reporting.
1	2	3	4	5	6	7	8	9	10
United States.....	1,335	485	368	644	1,017	527	765	658	765
North Atlantic Division.....	512	286	200	346	438	274	250	337	471
North Central Division.....	543	83	59	195	329	161	357	165	163
South Atlantic Division.....	52	28	13	18	52	23	12	48	38
South Central Division.....	58	26	11	11	61	23	16	40	39
Western Division.....	170	62	25	74	137	46	130	68	59
North Atlantic Division:									
Maine.....	49	29	29	19	45	43	19	29	59
New Hampshire.....	52	44	44	54	48	38	67	19	54
Vermont.....	61	20	11	48	25	19	25	26	41
Massachusetts.....	50	65	78	96	45	52	24	48	121
Rhode Island.....	12	7	7	10	9	7	.....	13	13
Connecticut.....	36	25	34	29	35	31	5	38	52
New York.....	148	59	37	53	138	53	84	92	68
New Jersey.....	54	8	5	16	26	15	18	24	25
Pennsylvania.....	50	29	15	21	57	16	8	48	38
North Central Division:									
Ohio.....	39	8	10	11	27	19	29	13	15
Indiana.....	49	6	3	27	20	11	49	5	4
Illinois.....	75	22	12	27	57	25	56	31	22
Michigan.....	44	14	8	16	38	12	21	22	23
Wisconsin.....	71	3	6	31	23	26	24	19	37
Minnesota.....	62	4	1	17	34	16	38	18	11
Iowa.....	75	6	7	27	41	20	55	17	16
Missouri.....	16	2	7	6	13	6	4	13	8
North Dakota.....	10	4	1	5	7	3	4	6	5
South Dakota.....	13	4	.....	5	9	3	9	3	5
Nebraska.....	44	2	3	17	22	10	40	1	8
Kansas.....	45	8	1	6	38	10	28	17	9
South Atlantic Division:									
Delaware.....	4	.....	.....	1	1	2	1	3	.....
Maryland.....	3	3	1	.....	6	1	.....	4	3
District of Columbia.....	1	2	4	.....	3	4	.....	2	5
Virginia.....	6	3	5	3	7	4	1	9	4
West Virginia.....	3	1	.....	3	1	.....	2	1	1
North Carolina.....	11	7	1	3	10	6	1	11	7
South Carolina.....	4	2	1	2	3	2	1	1	5
Georgia.....	15	6	1	4	16	2	5	10	7
Florida.....	5	4	.....	2	5	2	1	7	1
South Central Division:									
Kentucky.....	10	4	4	.....	14	4	1	9	8
Tennessee.....	5	5	.....	.....	9	1	1	3	6
Alabama.....	7	4	2	1	8	4	.....	5	8
Mississippi.....	3	1	1	2	1	2	1	2	2
Louisiana.....	3	3	1	.....	4	3	.....	5	2
Texas.....	15	6	1	4	13	5	4	9	9
Arkansas.....	2	2	.....	.....	4	.....	.....	3	1
Oklahoma.....	13	1	2	4	8	4	9	4	3
Western Division:									
Montana.....	6	.....	.....	2	2	2	4	2	.....
Wyoming.....	9	2	.....	2	7	2	8	2	1
Colorado.....	15	6	3	3	16	5	9	10	5
New Mexico.....	2	2	2	.....	4	2	1	1	4
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	8	1	.....	3	4	2	6	2	1
Nevada.....	2	.....	.....	2	.....	.....	.....	2	.....
Idaho.....	10	.....	.....	4	4	2	10	.....	.....
Washington.....	24	1	2	12	10	5	17	5	5
Oregon.....	19	2	.....	9	8	4	18	2	1
California.....	75	48	18	37	82	22	57	42	42

TABLE 28.—*Summary of statistics of public and society libraries reporting 1,000 to 4,999 volumes in 1913.*

## VALUE OF PROPERTY, INCOME, AND EXPENDITURE.

States.	Cost of buildings.		Value of buildings and grounds.		Total income.		Total expenditure.	
	Libraries reporting.	Cost.	Libraries reporting.	Value.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9
United States.....	713	\$6,227,006	636	\$6,567,271	1,700	\$1,246,450	1,626	\$1,023,067
North Atlantic Division...	252	1,811,783	233	1,712,781	835	347,534	795	291,456
North Central Division...	287	2,571,300	257	2,866,427	544	520,200	530	430,065
South Atlantic Division...	33	374,950	28	324,400	63	39,555	57	26,308
South Central Division...	40	436,100	34	581,838	56	52,724	53	40,718
Western Division.....	101	1,032,873	84	1,081,825	202	286,437	191	234,432
North Atlantic Division:								
Maine.....	28	162,561	24	144,396	86	33,726	83	27,604
New Hampshire.....	40	411,156	28	153,571	117	22,534	103	20,398
Vermont.....	26	167,994	22	130,200	80	23,170	71	18,207
Massachusetts.....	47	336,090	47	330,700	159	64,587	147	48,960
Rhode Island.....	4	7,530	3	7,800	21	5,747	19	4,791
Connecticut.....	26	155,134	19	137,284	70	21,305	69	16,910
New York.....	60	418,314	71	549,230	208	122,937	204	106,093
New Jersey.....	11	57,550	9	155,100	44	27,209	43	23,725
Pennsylvania.....	10	95,454	10	104,500	50	26,319	56	24,771
North Central Division:								
Ohio.....	16	153,100	14	160,800	38	39,988	37	35,708
Indiana.....	26	292,973	22	312,330	48	58,987	42	41,841
Illinois.....	45	410,919	44	496,386	90	76,289	82	63,482
Michigan.....	23	192,300	22	220,900	42	28,185	44	27,002
Wisconsin.....	21	203,265	19	216,211	74	78,273	75	69,325
Minnesota.....	33	288,627	27	286,100	64	59,518	64	48,702
Iowa.....	47	407,950	41	459,300	71	64,796	71	56,485
Missouri.....	6	72,000	5	79,500	15	10,258	16	10,508
North Dakota.....	6	79,200	6	101,500	11	18,184	12	17,281
South Dakota.....	8	72,500	4	50,000	13	13,536	12	11,050
Nebraska.....	26	186,207	25	226,200	40	38,127	39	28,101
Kansas.....	30	212,220	28	257,200	38	34,069	36	20,584
South Atlantic Division:								
Delaware.....					3	1,515	3	1,200
Maryland.....	1	4,000	1	10,000	5	1,156	5	908
District of Columbia.....					3	2,807	3	2,787
Virginia.....	5	152,350	2	2,300	9	8,015	9	541
West Virginia.....	1	10,000	1	12,000	3	2,964	3	2,874
North Carolina.....	6	11,700	6	17,600	11	2,977	10	2,192
South Carolina.....	3	53,700	3	100,000	4	3,390	3	2,389
Georgia.....	13	128,800	11	150,700	18	15,425	14	11,890
Florida.....	4	14,400	4	31,800	7	1,316	7	1,615
South Central Division:								
Kentucky.....	7	79,600	7	80,200	11	8,619	10	9,066
Tennessee.....	3	20,000	3	27,500	6	2,576	6	2,408
Alabama.....	7	60,700	4	62,500	6	3,777	6	3,204
Mississippi.....	2	13,000	2	16,000	2	523	1	325
Louisiana.....	2	23,000	2	33,000	5	3,879	5	3,418
Texas.....	10	148,500	9	278,000	11	11,138	12	10,789
Arkansas.....	1	7,000	2	29,000				
Oklahoma.....	8	84,300	5	55,638	15	22,212	13	11,493
Western Division:								
Montana.....	2	10,500	2	16,500	6	4,752	6	4,527
Wyoming.....	10	123,200	8	106,700	9	14,156	8	12,568
Colorado.....	9	81,500	9	105,000	19	18,337	18	14,644
New Mexico.....	1	10,000	1	15,000	4	3,209	4	3,207
Arizona.....								
Utah.....	5	57,200	5	83,400	6	11,183	5	7,743
Nevada.....	2	13,500	1	13,000	2	2,742	2	2,717
Idaho.....	5	39,700	5	46,500	10	16,637	10	11,792
Washington.....	13	130,900	9	77,500	22	33,100	20	24,609
Oregon.....	10	112,380	6	108,880	19	28,104	18	22,929
California.....	44	453,993	38	509,345	106	154,214	100	129,671

TABLE 29.—*Summary of statistics of school libraries reporting 1,000 to 4,999 volumes in 1913.*

## BOOKS, ADDITIONS, CARDS IN FORCE, BOOKS ISSUED.

States.	Libraries reporting.	Volumes.	Volumes added during past year.		Borrowers' cards in force.		Books issued for use outside library.	
			Libraries reporting.	Number.	Libraries reporting.	Number.	Libraries reporting.	Number.
1	2	3	4	5	6	7	8	9
United States.....	3,265	6,186,442	2,042	317,637	786	222,300	707	1,498,808
North Atlantic Division.....	878	1,769,321	531	66,848	212	72,873	251	585,589
North Central Division.....	1,340	2,434,140	852	124,043	298	84,502	274	629,367
South Atlantic Division.....	228	466,861	140	21,069	43	12,173	40	61,567
South Central Division.....	320	601,771	175	34,591	81	21,251	44	52,341
Western Division.....	499	914,849	345	70,456	132	31,501	98	169,939
North Atlantic Division:								
Maine.....	21	47,626	18	3,253	7	1,739	2	226
New Hampshire.....	13	23,646	8	372	1	100	2	6,950
Vermont.....	13	28,206	6	850	2	280	2	900
Massachusetts.....	90	195,450	44	4,330	13	3,319	8	12,006
Rhode Island.....	10	23,136	4	456	2	350	2	6,690
Connecticut.....	51	95,756	17	2,419	7	1,504	6	6,431
New York.....	467	943,452	312	36,724	128	34,079	174	394,331
New Jersey.....	70	123,905	43	7,204	18	8,469	22	72,130
Pennsylvania.....	143	298,146	79	11,240	34	23,033	33	95,925
North Central Division:								
Ohio.....	156	279,775	94	10,951	37	11,971	25	63,279
Indiana.....	97	168,712	63	8,943	24	9,915	18	35,794
Illinois.....	189	358,150	107	18,259	28	7,550	20	64,796
Michigan.....	140	260,147	96	17,000	34	11,264	29	132,187
Wisconsin.....	150	264,822	105	11,524	44	8,765	33	51,699
Minnesota.....	149	296,809	100	14,371	31	9,832	58	158,269
Iowa.....	122	201,396	72	9,573	25	4,337	20	23,934
Missouri.....	124	219,355	74	11,354	25	8,370	23	47,137
North Dakota.....	46	83,427	30	3,985	11	3,520	7	13,070
South Dakota.....	41	74,717	23	3,655	9	1,596	7	7,363
Nebraska.....	40	70,374	27	5,699	12	2,948	9	7,194
Kansas.....	86	160,456	61	9,349	18	4,063	16	24,650
South Atlantic Division:								
Delaware.....	3	4,100	2	52			2	4,300
Maryland.....	32	72,808	17	1,838	5	2,061	2	9,856
District of Columbia.....	27	59,087	14	2,472	1	500	7	9,311
Virginia.....	29	53,031	18	3,534	6	2,233	7	18,313
West Virginia.....	32	62,470	21	4,827	8	3,257	6	6,589
North Carolina.....	41	90,517	28	3,541	9	1,759	7	5,099
South Carolina.....	16	41,372	10	930	5	1,066	4	8,049
Georgia.....	40	70,906	23	2,499	8	1,074	9	500
Florida.....	8	12,590	7	1,416	1	223	1	
South Central Division:								
Kentucky.....	45	84,042	23	2,369	10	2,425	4	7,279
Tennessee.....	40	78,535	21	4,324	7	4,762	7	5,706
Alabama.....	30	64,627	18	2,320	5	4,063	7	11,881
Mississippi.....	25	48,419	14	1,200	1	98	2	275
Louisiana.....	24	43,539	7	766	3	587	1	1,000
Texas.....	90	166,603	57	14,531	15	4,684	14	14,689
Arkansas.....	28	46,453	15	2,420	2	500	3	1,735
Oklahoma.....	38	69,153	20	6,661	8	4,112	6	9,676
Western Division:								
Montana.....	24	43,626	18	1,648	10	2,881	6	8,132
Wyoming.....	2	2,714	2	210				
Colorado.....	50	102,180	32	5,546	8	1,556	5	4,986
New Mexico.....	8	18,849	2	317	1	300	1	700
Arizona.....	11	19,831	7	774	9	1,807	6	6,272
Utah.....	16	27,602	12	2,527	4	820	6	7,323
Nevada.....	5	8,261	5	738	2	695	2	1,065
Idaho.....	18	35,919	11	2,210	8	2,697	6	10,521
Washington.....	56	100,572	46	11,888	21	5,541	17	28,155
Oregon.....	32	60,773	20	3,661	4	1,700	3	2,439
California.....	277	493,722	190	40,907	68	13,104	47	100,435

TABLE 30.—Summary of statistics of school libraries reporting 1,000 to 4,999 volumes in 1913.

CLASSIFICATION AS TO USE OF BOOKS; OCCUPANCY OF BUILDING; EMPLOYEES.

States.	Free or otherwise.							Library building.				Paid li- brary em- ployees.		Build- ing force, janitors, etc.	
	Free.	Free for reference.	Free to students.	Free to students, free for reference.	Subscription.	Subscription, free for reference.	Unclassified.	Owned.	Rented.	Furnished free.	Not reporting.	Libraries report- ing.	Number of em- ployees.	Libraries report- ing.	Number of em- ployees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States.....	804	16	975	792	114	76	488	21	9	1,781	1,454	607	680	48	54
North Atlantic Division...	192	4	313	204	13	4	148	2	...	464	412	154	161	12	15
North Central Division...	376	4	350	341	47	20	202	4	6	718	612	240	273	15	15
South Atlantic Division...	33	1	86	51	13	10	34	6	...	125	97	52	61	9	11
South Central Division...	50	1	87	70	27	30	55	8	1	180	131	68	86	6	7
Western Division...	153	6	139	126	14	12	49	1	2	294	202	93	108	6	6
North Atlantic Division:															
Maine.....			9	11	...	...	1	...	...	13	8	3	3	2	2
New Hampshire.....			7	4	...	...	2	...	...	7	6	3	3	1	1
Vermont.....	3		6	1	...	...	3	2	...	4	7	1	1	...	...
Massachusetts.....	4	2	49	19	3	...	13	...	...	47	43	11	11	4	4
Rhode Island.....	1		5	2	...	...	2	...	...	2	8	...	...	...	...
Connecticut.....	1		26	7	1	...	16	...	...	17	34	4	4	...	...
New York.....	137		135	110	7	...	78	...	...	250	217	96	101	5	8
New Jersey.....	18	1	29	13	...	1	8	...	...	42	28	13	13	...	...
Pennsylvania.....	28	1	47	37	2	3	25	...	...	82	61	23	25	...	...
North Central Division:															
Ohio.....	36	1	45	39	6	2	27	...	1	74	81	22	32	1	1
Indiana.....	27	2	22	25	1	3	17	...	1	52	44	21	23	1	1
Illinois.....	25		74	48	5	2	35	2	3	96	88	25	30	1	1
Michigan.....	66		28	24	4	...	18	...	...	80	60	38	46	2	2
Wisconsin.....	53		32	42	2	2	19	...	1	93	56	25	25	...	...
Minnesota.....	51		36	30	7	2	23	...	...	79	70	27	27	...	...
Iowa.....	21		35	36	7	3	20	...	...	57	65	11	12	...	...
Missouri.....	33		32	32	9	1	17	...	...	69	55	27	31	3	3
North Dakota.....	22	1	9	8	2	...	4	...	...	24	22	4	4	...	...
South Dakota.....	7		8	14	1	...	3	...	...	25	16	9	10	...	...
Nebraska.....	14		10	7	3	1	5	...	...	21	19	9	9	2	2
Kansas.....	21		19	36	...	1	9	2	...	48	36	22	24	5	5
South Atlantic Division:															
Delaware.....			2	...	...	...	...	...	...	2	1	...	...	...	...
Maryland.....	3		14	3	6	...	6	...	...	17	15	4	4	...	...
District of Columbia.....			18	2	1	1	6	...	...	13	14	6	7	...	...
Virginia.....			11	6	...	1	6	...	...	19	10	7	9	...	...
West Virginia.....	5		9	15	1	1	1	1	...	17	14	9	11	1	1
North Carolina.....	7	1	12	7	2	5	7	1	...	26	14	7	9	2	2
South Carolina.....	1		8	4	1	...	2	3	...	6	7	6	7	1	1
Georgia.....	11		12	11	1	...	5	...	...	23	17	12	13	4	4
Florida.....	1		...	3	1	2	1	1	...	2	5	1	1	1	3
South Central Division:															
Kentucky.....	3	1	15	11	5	1	9	1	1	25	18	2	3	1	1
Tennessee.....	6		12	6	4	6	6	2	...	21	17	15	20	...	...
Alabama.....	6		6	6	1	5	6	2	...	19	9	9	17	3	3
Mississippi.....	2		8	4	3	2	6	...	...	14	11	7	7	...	...
Louisiana.....	3		7	4	3	2	5	1	...	8	15	2	2	...	...
Texas.....	16		24	17	8	13	12	1	...	53	36	21	22	1	1
Arkansas.....	5		8	8	2	...	5	1	...	16	11	8	3	1	2
Oklahoma.....	9		7	14	1	1	6	...	...	24	14	9	11	...	...
Western Division:															
Montana.....	6		7	8	1	...	2	...	...	15	9	3	5	...	...
Wyoming.....			2	...	...	...	...	...	...	1	...	...	...	...	...
Colorado.....	13	1	12	12	4	1	7	...	...	27	23	10	10	...	...
New Mexico.....	2		2	1	...	...	3	...	...	4	1	1	3	...	...
Arizona.....	2		4	4	...	1	...	...	...	10	1	3	3	1	1
Utah.....	2		1	2	...	2	2	...	...	9	7	4	4	...	...
Nevada.....	2		...	...	...	...	...	...	...	4	...	...	...	...	...
Idaho.....	10		3	2	...	...	...	...	...	11	6	2	2	1	1
Washington.....	17		11	18	3	2	3	...	...	33	23	13	15	...	...
Oregon.....	10	1	6	7	1	2	5	...	...	17	15	9	16	...	...
California.....	90	4	87	65	5	4	22	...	2	163	112	48	52	4	4

TABLE 31.—Summary of statistics of school libraries reporting 1,000 to 4,999 volumes in 1913.

## CONTROL AND CLASSIFICATION.

States.	Control.				Classification.							
	University or college.	College society.	School.	Teachers of school system.	General.	Educational.	Historical.	Medical.	Scientific.	Theological.	Law.	Unclassified.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	150	11	3,074	30	3,104	72	3	24	24	15	9	14
North Atlantic Division.....	23	4	850	1	834	15	2	4	9	5	2	7
North Central Division.....	45	4	1,285	6	1,293	19		10	7	3	1	7
South Atlantic Division.....	27	1	198	2	209	6	1	2	3	3	4	
South Central Division.....	38	1	275	6	299	12		4	1	2	2	
Western Division.....	17	1	466	15	469	20		4	4	2		
North Atlantic Division:												
Maine.....	1		20		17	3					1	
New Hampshire.....			13		13							
Vermont.....	1		12		12	1						
Massachusetts.....	5	1	84		81	2	1	2		1		3
Rhode Island.....			10		10							
Connecticut.....	3		48		46	1			2			2
New York.....	5	1	461		454	3			5	3	1	1
New Jersey.....	1		68	1	67	1			1			1
Pennsylvania.....	7	2	134		134	4	1	2	1	1		
North Central Division:												
Ohio.....	9	1	145	1	149	2		4	1			
Indiana.....	5		92		93	2		1			1	
Illinois.....	8	2	179		181	1		2	1	1		3
Michigan.....		1	139		140							
Wisconsin.....	1		148	1	148	1			1			
Minnesota.....	4		145		143	2			1			3
Iowa.....	1		118	3	118	4						
Missouri.....	6		118		120	1		1	1			1
North Dakota.....			46		44	1			1			
South Dakota.....	2		39		39	1			1			
Nebraska.....	4		35	1	35	4		1	1			
Kansas.....	5		81		83			1		2		
South Atlantic Division:												
Delaware.....		1	2		3							
Maryland.....	2		30		30					1	1	
District of Columbia.....	4		22	1	20	1	1	1	1	1	2	
Virginia.....	2		27		27	1			1			
West Virginia.....	2		30		31	1						
North Carolina.....	4		37		38	1			1		1	
South Carolina.....	4		12		15					1		
Georgia.....	8		31	1	37	2		1				
Florida.....	1		7		8							
South Central Division:												
Kentucky.....	3	1	36	5	38	7						
Tennessee.....	7		32	1	36	1		2		1		
Alabama.....	4		26		29						1	
Mississippi.....	5		20		24						1	
Louisiana.....	2		22		23	1						
Texas.....	14		76		88			1		1		
Arkansas.....	3		25		26			1	1			
Oklahoma.....			33		35	3						
Western Division:												
Montana.....			24		24							
Wyoming.....			2		2							
Colorado.....	1		49		49	1						
New Mexico.....			8		6	1			1			
Arizona.....			11		10	1						
Utah.....			16		16							
Nevada.....			5		5							
Idaho.....	1		17		18							
Washington.....			56		55	1						
Oregon.....	7		25		29	1		1		1		
California.....	8	1	253	15	255	15		3	3	1		

TABLE 32.—*Summary of statistics of school libraries reporting 1,000 to 4,999 volumes in 1913.*

## DISTRIBUTION OF BOOKS, PUBLIC TAXATION.

States.	Distribution of books to public outside of city.			Distribution of sections of library to schools.			Public taxation for support of library.		
	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting loans.	Libraries reporting no loans.	Libraries not reporting.	Libraries reporting tax.	Libraries reporting no tax.	Libraries not reporting.
1	2	3	4	5	6	7	8	9	10
United States.....	510	1,717	1,638	180	1,702	1,383	301	828	2,136
North Atlantic Division.....	83	480	315	45	447	386	90	184	604
North Central Division.....	240	683	417	80	665	595	134	351	855
South Atlantic Division.....	38	124	68	15	129	84	2	77	149
South Central Division.....	44	183	92	15	201	104	8	117	195
Western Division.....	105	247	147	25	280	214	67	99	333
North Atlantic Division:									
Maine.....	2	12	7	1	11	9	1	7	13
New Hampshire.....	1	7	5	.....	7	6	.....	3	10
Vermont.....	1	8	4	.....	10	3	.....	2	11
Massachusetts.....	1	52	37	5	41	44	.....	24	66
Rhode Island.....	.....	4	6	1	3	6	.....	1	9
Connecticut.....	5	20	26	2	18	31	1	7	43
New York.....	49	260	158	17	248	202	80	72	315
New Jersey.....	9	38	23	6	30	34	6	16	48
Pennsylvania.....	15	79	49	13	79	51	2	52	89
North Central Division:									
Ohio.....	27	77	52	10	70	78	5	53	96
Indiana.....	22	37	38	7	50	40	11	40	46
Illinois.....	20	109	60	1	83	105	4	58	127
Michigan.....	31	63	44	15	65	60	18	18	104
Wisconsin.....	34	76	40	11	76	63	23	24	103
Minnesota.....	28	67	54	10	56	80	14	36	99
Iowa.....	18	65	39	7	62	53	7	33	83
Missouri.....	15	76	33	6	73	45	15	29	70
North Dakota.....	12	19	15	1	26	19	5	9	32
South Dakota.....	8	20	12	3	24	14	11	6	24
Nebraska.....	6	25	9	3	24	13	4	11	25
Kansas.....	19	49	18	6	53	27	17	24	45
South Atlantic Division:									
Delaware.....	.....	3	.....	.....	3	.....	.....	2	1
Maryland.....	1	25	6	1	22	9	1	15	16
District of Columbia.....	.....	17	10	1	13	13	.....	3	24
Virginia.....	5	14	10	2	16	11	.....	9	20
West Virginia.....	8	15	9	4	21	7	1	10	21
North Carolina.....	10	18	13	1	23	17	.....	14	27
South Carolina.....	2	9	5	1	9	6	.....	4	12
Georgia.....	10	20	10	3	21	16	.....	18	22
Florida.....	2	3	3	2	1	5	.....	2	6
South Central Division:									
Kentucky.....	6	27	12	2	32	11	.....	17	28
Tennessee.....	8	19	13	.....	25	15	.....	16	24
Alabama.....	8	13	9	3	18	9	.....	12	17
Mississippi.....	2	12	11	2	13	10	.....	6	19
Louisiana.....	1	12	11	.....	14	10	.....	8	16
Texas.....	9	64	17	5	62	23	.....	26	54
Arkansas.....	6	13	9	2	14	12	.....	11	17
Oklahoma.....	4	23	11	1	23	14	8	10	29
Western Division:									
Montana.....	7	11	6	2	12	10	7	3	14
Wyoming.....	.....	1	1	.....	1	1	1	.....	1
Colorado.....	18	24	8	2	33	15	4	10	36
New Mexico.....	3	3	3	1	4	3	.....	2	6
Arizona.....	2	6	2	1	7	3	2	2	7
Utah.....	1	9	6	1	7	8	1	5	10
Nevada.....	2	2	1	1	3	1	1	.....	4
Idaho.....	7	7	4	.....	12	6	7	1	10
Washington.....	9	32	15	4	34	18	4	11	41
Oregon.....	7	13	12	1	17	14	8	9	15
California.....	49	139	89	12	130	135	32	56	180



TABLE 34.—Combined statistics of public, society, and school libraries reporting 1,000 to 4,999 volumes in 1913.

## BOOKS, ADDITIONS, INCOME, EXPENDITURE.

States.	Volumes.		Volumes added during past year.		Total income.		Total expenditure.	
	Libraries reporting.	Volumes.	Libraries reporting.	Volumes.	Libraries reporting.	Amount.	Libraries reporting.	Amount.
1	2	3	4	5	6	7	8	9
United States.....	5,453	11,689,942	3,746	706,672	3,254	\$1,640,971	3,100	\$1,407,614
North Atlantic Division....	1,936	4,518,642	1,360	212,942	1,235	427,687	1,198	370,500
North Central Division....	2,025	4,117,596	1,397	261,979	1,203	686,512	1,160	588,303
South Atlantic Division....	321	685,753	203	32,423	158	63,482	154	51,934
South Central Division....	415	844,006	233	56,872	189	104,217	185	89,916
Western Division....	756	1,523,946	553	142,456	460	359,073	454	306,953
North Atlantic Division:								
Maine.....	128	322,653	101	15,701	90	35,923	95	29,538
New Hampshire.....	153	309,809	127	15,249	123	22,774	108	20,635
Vermont.....	105	238,257	72	9,350	86	23,660	76	19,002
Massachusetts.....	283	702,518	200	27,963	191	70,973	179	55,474
Rhode Island.....	36	95,244	23	3,186	22	6,167	20	5,221
Connecticut.....	146	361,043	89	13,843	86	24,170	86	19,667
New York.....	711	1,609,316	514	79,819	443	166,603	440	149,457
New Jersey.....	137	290,058	95	24,222	76	35,002	73	30,398
Pennsylvania.....	237	529,744	139	23,606	109	42,415	112	41,067
North Central Division:								
Ohio.....	213	433,423	134	25,277	100	56,339	96	47,266
Indiana.....	155	318,576	109	25,583	98	70,824	90	53,788
Illinois.....	298	643,837	186	36,273	175	100,515	166	86,679
Michigan.....	206	416,187	143	23,864	125	50,252	124	47,176
Wisconsin.....	230	462,708	174	25,322	158	93,257	155	83,862
Minnesota.....	216	447,871	160	28,718	140	76,066	141	66,135
Iowa.....	210	417,329	147	32,952	118	73,245	118	66,806
Missouri.....	149	281,524	90	14,401	72	24,010	73	23,374
North Dakota.....	61	123,954	44	7,968	30	22,406	30	21,013
South Dakota.....	58	115,238	37	7,558	40	20,533	35	17,723
Nebraska.....	89	180,540	68	17,401	58	48,254	56	37,603
Kansas.....	140	276,408	105	16,662	89	50,811	85	36,870
South Atlantic Division:								
Delaware.....	7	14,117	5	814	4	1,785	4	1,450
Maryland.....	39	88,759	22	2,316	15	4,365	15	4,116
District of Columbia....	34	75,640	17	3,001	9	4,763	9	4,502
Virginia.....	43	82,113	25	4,029	20	10,076	20	2,565
West Virginia.....	36	75,085	23	5,356	18	6,361	18	6,326
North Carolina.....	60	125,798	40	5,542	31	7,372	31	7,975
South Carolina.....	23	61,918	16	2,173	12	5,637	11	4,662
Georgia.....	62	129,682	42	7,098	36	20,504	32	17,355
Florida.....	17	32,641	13	2,094	13	2,639	14	2,993
South Central Division:								
Kentucky.....	63	132,217	35	9,403	31	10,667	29	11,211
Tennessee.....	50	104,901	26	5,883	16	8,459	16	8,406
Alabama.....	43	102,043	27	3,844	19	9,078	18	6,507
Mississippi.....	30	59,074	15	1,236	13	2,228	12	1,960
Louisiana.....	31	66,002	13	4,421	12	6,387	11	5,565
Texas.....	112	218,932	68	16,099	55	29,658	57	29,543
Arkansas.....	32	55,853	17	2,820	9	4,961	11	4,789
Oklahoma.....	54	104,984	32	12,566	34	32,779	31	21,935
Western Division:								
Montana.....	30	60,660	24	2,804	19	7,873	19	7,438
Wyoming.....	13	29,318	11	2,489	10	14,409	9	12,793
Colorado.....	74	168,025	50	8,922	40	21,615	40	17,847
New Mexico.....	14	32,851	6	1,279	5	3,709	5	3,800
Arizona.....	11	19,831	7	774	7	3,645	7	3,694
Utah.....	25	45,866	19	5,063	14	12,633	11	8,868
Nevada.....	7	13,761	6	1,038	7	3,303	7	3,296
Idaho.....	28	59,726	20	6,281	21	20,293	21	15,250
Washington.....	83	161,561	66	21,063	54	45,719	52	36,490
Oregon.....	53	108,706	38	10,437	38	33,368	37	28,697
California.....	418	823,632	306	82,316	254	192,506	246	166,780

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913.

[Abbreviations.—Column 5: Gov., Government; Corp., corporation; Soc., society; Twp., township. Column 6: Gen., general; Hist., historical; Med., medical; Sci., scientific; Theo., theological. Column 7: M., membership; F., free; S., subscription; Fr., free for reference; B. Fr., subscription, free for reference; M. Fr., membership, free for reference. Column 8: S., subscription; M., membership.]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian or assistant librarian.
<b>ALABAMA.</b>																	
Birmingham	Bar Association	F. I. Monks	1890	Soc.	Law	M.	No.	No.	14,438	128,044	26,837	49,985	6,000	200	2		\$900
Do	Public Library	Lila M. Chapman	1893	City	Gen.	F.	S.	No.	2,576	17,466	5,345	40,985	25,827	2,543	7	3	1,080
Gadsden	Public Library	Lena Martin	1904	City	Gen.	F.	No.	Yes.	2,576	17,466	5,345	40,985	5,000	586	1	1	600
Mobile	Mobile Library	Miss A. C. Meese	1874	Corp.	Gen.	S. Fr.	Yes.	No.	600	5,639		7,687	20,000	561	2		480
Do	Y. M. C. A. Public Library	Lella E. Ainspough	1897	Soc.	Gen.	S. Fr.	Yes.	Yes.	600	5,639		7,687	22,800	561	1		480
Montgomery	Montgomery Library Association	Laura M. Elmore	1899	Soc.	Gen.	F.	Yes.	Yes.	5,000	41,621	8,528		11,900	649	3	1	1,200
Do	State and Supreme Court Library	J. M. Riggs	1828	State	Law	F.	No.	No.					42,071	632	2	2	2,000
Do	State Department of Archives and History	Thomas M. Owen, LL. D.	1901	State	Gen.	F.	Yes.	Yes.				10,000	35,000	6,000	6	1	1,000
St. Bernard	St. Bernard Abbey	William Geis	1822	Corp.	Sol.		No.	No.	1,960	17,082	5,596	2,900	9,914	300			480
Selma	Public Library	Bettie Keith	1904	Corp.	Gen.	F.	S.	Yes.	1,960	17,082	5,596	2,900	5,525	419	2	1	480
Talladega	Public Library	Frances R. Archer	1898	City	Gen.	F.	Yes.	Yes.	1,402	22,724	4,040	23,910	6,006	1,330	3		1,000
Tusculum	Helen Keller Library and Literary Association		1893	Soc.	Gen.	S.	Yes.	No.	110				6,800	100			
University	Geological Survey of Alabama		1910	State	Sol.	F.	No.	No.					5,700	1,500			
<b>ARIZONA.</b>																	
Bisbee	Copper Queen Library	Carrie G. Vail	1887	Corp.	Gen.	F.	Yes.	No.	3,000	24,200		116,200	7,198	559	2	1	1,080
Phoenix	Candler Public Library	Addie P. Ingalls	1897	City	Gen.	F.	Yes.	Yes.	1,999	32,369	8,504	80,488	11,668	1,462	3	1	800
Do	State Library	Paul C. Thorne	1887	State	Gen.	F.	Yes.	No.					15,000		1		800

\* Salary of assistant librarian.

\* Includes one branch.

\* Includes three branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sec- tions of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>ARIZONA—contd.</b>																	
Prescott.....	Public Library.....	Josephine S. Mc-Person.....	1901	City.....	Gen.....	F.	Yes.	Yes.	750	9,000	4,000	7,500	6,500	150	1	1	.....
Tucson.....	Carnegie Free Library.	Mrs. J. H. Batte.....	1886	City.....	Gen.....	F.	Yes.	.....	.....	26,000	.....	.....	10,000	475	2	.....	\$600
<b>ARKANSAS.</b>																	
Fort Smith.....	Carnegie Library.....	Mary A. Osgood.....	1906	City.....	Gen.....	F.	S.	No.	4,715	62,461	.....	7,500	6,147	1,001	2	1	1,000
Little Rock.....	State Library.....	Earl W. Rogers.....	1836	State.....	Law.....	F.	No.	No.	.....	.....	.....	.....	100,000	5,000	2	.....	1,200
Do.....	Supreme Court Library	Reynold D. English.....	1836	State.....	Law.....	F.	No.	No.	.....	500	.....	.....	40,000	3,000	2	1	1,500
Subiaco.....	New Subiaco Abbey	George Binkert.....	1887	Corp.....	Gen.....	F.	No.	No.	.....	700	100	.....	15,000	150	.....	.....	.....
Texasburg.....	Railroad Y. M. C. A. Library.	E. H. Steele.....	1899	Soc.....	Gen.....	S. Fr.	Yes.	No.	550	6,000	.....	36,000	6,000	50	.....	.....	.....
<b>CALIFORNIA.</b>																	
Alameda.....	Free Library <sup>2</sup> .....	Mrs. Marcella H. Krauth.....	1877	City.....	Gen.....	F.	No.	Yes.	10,922	124,313	13,878	16,226	41,720	2,635	7	1	1,320
Alhambra.....	Public Library.....	Mrs. Mary P. Smith.....	1906	City.....	Gen.....	F.	Yes.	Yes.	3,622	51,738	8,494	15,809	10,745	2,610	3	1	900
Bakersfield.....	Bease Memorial Li- brary. <sup>3</sup>	Sarah E. Bedinger.....	1900	City.....	Gen.....	F.	Yes.	Yes.	3,000	49,540	16,513	5,000	14,932	1,217	5	1	1,200
Do.....	Kern County Free Li- brary. <sup>4</sup>	Clara C. Field.....	1910	County	Gen.....	F.	Yes.	Yes.	2,869	25,063	.....	.....	5,826	3,574	13	.....	1,800
Berkeley.....	Public Library <sup>5</sup> .....	David R. Moore.....	1893	City.....	Gen.....	F.	S.	Yes.	7,881	216,310	51,781	.....	47,508	4,861	15	6	1,800
Chico.....	Public Library.....	Laura A. Sawyers.....	1878	City.....	Gen.....	F.	S.	No.	1,060	24,327	4,817	.....	5,431	489	2	1	720
Corona.....	do.....	Grace M. Faber.....	1900	City.....	Gen.....	F.	Yes.	Yes.	1,968	26,701	9,183	14,767	6,464	821	2	1	540
Coronado.....	Beech Library.....	Mary G. Valentine.....	1890	Village	Gen.....	F.	No.	No.	1,154	14,499	2,993	21,448	6,107	343	1	.....	460
Covina.....	Public Library.....	Henretta M. Faul- der.	1897	County	Gen.....	F.	S.	.....	910	13,860	4,066	.....	6,065	730	1	.....	720
Eureka.....	Free Library.....	Henry A. Kendal.....	1878	City.....	Gen.....	F.	No.	Yes.	2,100	32,637	10,751	.....	7,280	999	2	1	1,020
Fresno.....	Free Public Library <sup>1</sup> .....	Sarah E. McCardsle.....	1891	City.....	Gen.....	F.	Yes.	Yes.	5,710	40,844	10,066	108,066	15,115	2,760	8	.....	900
Do.....	Fresno County Free Library. <sup>2</sup>	do.....	1910	County	Gen.....	F.	Yes.	Yes.	7,263	77,768	13,144	.....	8,610	4,564	37	.....	1,200
Hayward.....	Free Library.....	Elizabeth Cushman.....	1903	City.....	Gen.....	F.	Yes.	Yes.	1,500	.....	.....	.....	5,099	150	2	1	720

Long Beach. Los Angeles.	Victoria Ellis. William H. Morris.	1896 1906	City. State.	Gen. Law.	F. Fr.	Yes. No.	Yes. No.	19,524 254,787	57,559	28,194 7,000	4,878 178	13 1	1 1	1,800 3,000
Do.	Thos. W. Robinson.	1891	County	Law.	Fr.	.....	.....	.....	.....	30,000	4,000	3	.....	3,000
Do.	Law Library.	.....	.....	.....	.....	.....	.....	.....	.....	284,527	38,927	82	30	.....
Los Gatos.	Everett R. Perry.	1873	City.	Gen.	F.	Yes.	Yes.	30,361	185,943	302,065	.....	.....	.....	420
Marysville.	Mrs. M. C. Proctor.	1898	Village.	Gen.	F.	Yes.	Yes.	1,344	18,208	.....	.....	.....	.....	720
Modesto.	Mary E. Subers.	1853	City.	Gen.	F.	Yes.	Yes.	551	12,888	1,719	.....	.....	.....	1,600
Monrovia.	Stanislaus County Free Library.	1912	County	Gen.	F.	Yes.	Yes.	3,461	55,056	48,156	.....	.....	.....	.....
Napa.	Ellyn T. Hull.	1893	City.	Gen.	F.	.....	.....	1,505	28,354	7,285	.....	.....	.....	1,020
National City.	C. B. Seeley.	1898	City.	Gen.	F.	No.	No.	2,194	42,012	10,944	12,000	.....	.....	840
Oakland.	Ethel Aberdein.	1896	Village.	Gen.	F.	No.	No.	541	19,616	4,785	.....	.....	.....	600
Do.	Mary Baraby.	1910	County	Gen.	F.	Yes.	Yes.	3,653	54,934	.....	.....	.....	.....	1,800
Do.	Eloise B. Cushing.	1891	County	Law.	F.	Yes.	No.	.....	.....	10,108	1,722	2	.....	900
Do.	Charles B. Greene.	1893	City.	Gen.	F.	Yes.	Yes.	56,427	533,595	121,874	9,553	.....	.....	3,000
Oceanside.	H. D. Brodie.	1904	Village.	Gen.	F.	Yes.	Yes.	305	9,239	.....	.....	.....	.....	1,200
Orange.	K. A. Monroe.	1902	City.	Gen.	F.	No.	No.	6,553	27,974	5,228	.....	.....	.....	720
Oxnard.	Anna C. Field.	1885	City.	Gen.	F.	Yes.	Yes.	1,639	19,594	.....	.....	.....	.....	780
Pacific Grove.	Ethel Carroll.	1905	City.	Gen.	F.	Yes.	Yes.	1,603	30,745	7,274	31,768	.....	.....	600
Palo Alto.	Elizabeth S. Jones.	1896	Village.	Gen.	F.	Yes.	Yes.	2,510	33,169	4,617	17,800	.....	.....	1,020
Pasadena.	do.	.....	.....	.....	.....	.....	.....	1,949	35,704	5,583	.....	.....	.....	1,700
Petaluma.	Anne Hadden.	1882	City.	Gen.	F.	Yes.	Yes.	252,524	33,343	.....	.....	.....	.....	1,320
Pomona.	Nellie M. Russ.	1887	City.	Gen.	F.	Yes.	Yes.	1,220	21,637	37,086	.....	.....	.....	1,300
Redlands.	Sarah F. Cassidy.	1887	City.	Gen.	F.	Yes.	Yes.	3,642	101,237	28,834	.....	.....	.....	1,260
Do.	Sarah M. Jacobus.	1887	City.	Gen.	F.	Yes.	Yes.	6,268	80,800	8,274	.....	.....	.....	1,200
Do.	Artema M. Chaplin.	1893	City.	Gen.	F.	Yes.	Yes.	.....	.....	.....	.....	.....	.....	1,300
Do.	Mrs. Allos G. Whit- beck.	1909	City.	Gen.	F.	Yes.	Yes.	2,951	38,338	8,917	.....	.....	.....	1,260
Do.	Joseph W. Daniels.	1879	City.	Gen.	F.	Yes.	Yes.	8,300	149,875	31,297	.....	.....	.....	2,100
Do.	Lauren W. Ripley.	1857	City.	Gen.	F.	Yes.	Yes.	13,600	150,000	42,000	85,000	.....	.....	2,000
Do.	James L. Gillis.	1850	State.	Hist.	F.	Yes.	.....	.....	.....	.....	.....	.....	.....	1,800
Do.	Carrie S. Waters.	1891	City.	Gen.	F.	Yes.	Yes.	7,506	67,912	15,869	.....	.....	.....	1,200
Do.	Mrs. Hannah P. Davidson.	1883	City.	Gen.	F.	Yes.	Yes.	10,550	162,456	300,000	.....	.....	.....	1,500
Do.	J. V. Hicks.	1892	County	Law.	Fr.	No.	.....	.....	.....	.....	.....	.....	.....	300
Do.	Bar Association.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do.	Bibliothèque de la Li- gue Nationale Fran- caise.	1873 1874	Corp. Soc.	Law. Gen.	Fr. S. Fr.	No. S.	No.	240	25,000	2,500	6,000	.....	.....	1,200
Do.	California Academy of Sciences.	1853	Corp.	Sol.	F.	No.	.....	.....	.....	.....	.....	.....	.....	.....
Do.	California Develop- ment Board.	1910	Soc.	Sol.	Fr.	No.	.....	.....	.....	.....	.....	.....	.....	.....
Do.	Mechanics Mercantile Library.	1884	Soc.	Sol.	S.	No.	.....	.....	.....	.....	.....	.....	.....	2,400

18 Includes 43 branches.

19 Includes 17 branches.

20 Includes 3 branches.

21 Includes 20 branches.

22 Includes 14 branches.

23 Includes 16 branches.

24 Includes 5 branches.

25 Includes 24 branches.

26 Includes 1 branch.

27 At branch library only.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>CALIFORNIA—Con.</b>																	
San Francisco.	Public Library <sup>1</sup> .	Robert Rea.	1878	City.	Gen.	F.	Yes.	Yes.	41,016	832,592			130,381	14,980	50		842,400
Do.	San Francisco County Medical Society.	Leo Elbesser, M. D.		Soc.	Med.	Fr.			267				8,000	679	1		
Do.	San Francisco Law Library.	James H. Deering.	1867	City.	Law.	F.	Yes.	No.					31,000	3,070	4		
Do.	Southern Pacific Company Railway Club. <sup>2</sup>	Julia Evans.	1906	Corp.	Gen.	S.	Yes.	No.	300				8,000	2,000			
Do.	State Mining Bureau.	Walter W. Bradley.	1880	State.	Sci.	Fr.	No.	No.					5,000	200	7		1,500
Do.	Supreme Court Library.	Orville F. Tyler.	1881	State.	Law.		No.	No.					14,000	500	1		2,300
Do.	U. S. Circuit Court of Appeals. <sup>3</sup>	Orville W. Yeaglan.	1894	Gov.	Law.		No.	No.					11,439	247	1		
San Jose.	Free Public Library <sup>4</sup> .	Nell McKinley.	1874	City.	Gen.	F.	S.	Yes.	20,976	83,464	11,364		29,581	3,008	8	4	1,080
Do.	Law Library.	Louise J. Spencer.	1874	Soc.	Law.	S. Fr.	No.	No.	43				3,200	200	1		600
San Luis Obispo.	Free Public Library.	Ynez Cleghorn.	1894	City.	Gen.	F.	S.	Yes.	1,224	24,534	4,304	31,795	5,574	833	2		900
San Mateo.	do.	Ynez M. Crawford.	1894	City.	Gen.	F.	S.	Yes.	1,025	23,132			7,000	910	2	2	900
San Quentin.	California State Prison.	John E. Troyle.	1884	State.	Gen.	F.	Yes.	No.		48,643			6,733	386	8		
San Jose.	Public Library.	May Cooper.	1887	City.	Gen.	F.	S.	Yes.	1,345	20,722			9,278	455	2	2	900
San Jose.	Free Public Library.	Jeanette McFadden.	1891	City.	Gen.	F.	S.	Yes.	58,785	13,242			13,285	1,173	3	1	960
Santa Ana.	do.	Frances B. Linn.	1882	City.	Gen.	F.	S.	Yes.	3,666	75,236	8,799		22,327	1,485	8	1	1,860
Santa Barbara.	Public Library <sup>5</sup> .	Elie A. Morse.	1890	City.	Gen.	F.	S.	Yes.	18,849	66,161	15,036		28,000	1,905	4	2	1,360
Santa Monica.	Free Public Library.	Margaret A. Barnett.	1869	City.	Gen.	F.	S.	Yes.	1,604	2,181			17,793	497	4	1	900
Santa Rosa.	National Home, D. V. S.	Geo. W. Wilson.	1898	Gov.	Gen.	F.	No.	No.	484	27,137			8,203	464	1	1	300
Soldiers Home.	do.																
South Pasadena.	Public Library.	Nelle E. Keith.	1895	City.	Gen.	F.	No.	Yes.	70,535	11,741			11,594	1,332	2	2	1,080
Stockton.	Free Public Library.	W. F. Clowdsley.	1880	City.	Gen.	F.	Yes.	Yes.	4,386	94,514	23,185	83,611	58,187	4,012	13	2	2,000
Tulare.	do.	Mrs. Rosa D. Reed.	1878	City.	Gen.	F.	Yes.	Yes.	927	19,370	2,985		6,292	412	2	1	600
Vallejo.	Public Library.	L. Gertrude Doyle.	1883	City.	Gen.	F.	No.	Yes.	2,041	47,586	11,081	30,000	10,126	512	3	1	840

Visalia	Free Library	Mrs. M. J. McEwen	1910	City	Gen.	F.	Yes.	Yes.	5,347	58,094	5,740	19,500	5,000	2	1	1,800	
Do.	Tulare County Free Library.	Bessie Herman	1896	County	Gen.	F.	Yes.	Yes.	5,347	58,094	5,740	19,500	8,661	26	1	1,800	
Watsonville	Public Library	Belle M. Jenkins	1896	City	Gen.	F.	S.	No.	2,216	25,375	10,460	10,460	6,652	3	1	480	
Whittier	do.	Emily M. Seegmiller	1900	City	Gen.	F.	S.	No.	3,377	39,529	16,065	16,065	9,483	2	1	960	
Woodland	Yolo County Library	Stella Huntington	1910	County	Gen.	F.	Yes.	Yes.	2,817	45,008			9,780	15	1	1,200	
COLORADO.																	
Boulder	Public Library	Clara H. Savory	1885	City	Gen.	F.	S.	No.	1,000	23,735	5,740	19,500	6,430	2	1	600	
Canon City	Public Library	Ruth Lewis	1886	City	Gen.	S. Fr.	No.	No.		21,306		16,677	6,430	2	1	720	
Do.	State Prison	J. G. Blake	1890	State	Gen.	No.	No.	No.	539	22,786			5,591	300			
Colorado Springs	Public Library	Lucy W. Baker	1885	City	Gen.	F.	Yes.	Yes.	10,000	107,540	25,676		25,121	4	1	1,200	
Denver	Colorado Traveling Library Commission		1900	State	Gen.	F.	Yes.	Yes.		3,000	1,500		13,500	100			
Do.	Equitable Law Library	James D. Howard	1893	Corp	Law		No.	No.		1,000			10,000	260	1	600	
Do.	Ernest and Cramer Law Library	Frank McLaury	1890	Corp	Law		No.	No.					20,000				
Do.	J. Warner Mills Law Library	Clifford W. Mills	1899	Corp	Law	Fr.	No.	No.	100				6,000	200	1	300	
Do.	Medical Society of the City and County of Denver	A. J. Martley	1893	Soc	Med.		No.	No.	300	1,425		3,383	11,000	802	1	670	
Do.	Public Library	Chalmers Hadley	1884	City	Gen.	F.	Yes.	Yes.	36,284	580,792			162,263	39	6	3,500	
Do.	State Library	Mary C. C. Bradford	1861	State	Hst.	F.	Yes.	Yes.		250			40,000	1		1,500	
Do.	Supreme Court Library	Felix A. Richardson	1861	State	Law	F.	No.	No.					20,000	1		1,500	
Do.	Wolcott-Symes Law Library	Roger H. Wolcott	1880	Corp	Law		No.	No.	50				12,000	300	2	416	
Durango	Public Library	Mrs. Hattie E. Fay	1905	City	Gen.	F.	Yes.	Yes.	1,808	12,672		12,508	6,110	3	1	600	
Fort Collins	do.	Elfreda Stebbins	1899	City	Gen.	F.	S.	No.	3,130	32,958	9,039	23,208	9,775	1,011	2	1	900
Grand Junction	Garnegie Public Library	Camilla Wallace	1901	City	Gen.	F.	S.	No.	2,500	27,472	13,000	12,206	5,000	329	9	720	
Greeley	Public Library	Elma A. Wilson	1885	City	Gen.	M. Fr.	No.	No.	1,680	40,205	6,800	68,738	10,500	903	2	1	600
La Junta	Young Folks' Library	Agnes Westbrook	1888	City	Gen.	F.	Yes.	No.	2,245	9,952	3,012		17,000	681	4	1	600
Leadville	Public Library	Louise S. Adams	1903	City	Gen.	F.	Yes.	Yes.	1,035	19,463	3,039		5,564	119	2	720	
Ouray	Walsh Public Library	Minnie M. Nowlan	1901	Village	Gen.	F.	Yes.	Yes.	1,600	6,501		18,000	7,865	49	1	420	
Pueblo	McClelland Public Library	Mary L. Strang	1891	City	Gen.	F.	Yes.	Yes.	8,000	85,000			25,970	1,583	5	1	1,200
Do.	Pueblo County Medical Society	W. W. Bulette	1896	Soc	Med.		No.	No.					5,000				
Trinidad	Garnegie Public Library	Andrew J. Floyd	1892	City	Gen.	F.	S.	No.	2,461	33,348	12,000		22,283	928	2	1	1,200

7 Includes 16 branches.  
 \* Includes 4 branches.

4 Includes 2 branches.  
 \* Salary of first assistant librarian.  
 \* Includes 28 branches.

1 Includes 6 branches.  
 \* Includes 12 branches.  
 \* Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1919—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CONNECTICUT.																	
Ansonia.	Ansonia Library.	Ruby E. Steele.	1891	City.	Gen.	F.	Yes.	Yes.	3,056	57,260	23,304	.....	19,267	1,290	3	1	\$800
Branford.	James Blackstone Memorial Library.	Charles N. Baxter.	1886	Corp.	Gen.	F.	Yes.	Yes.	2,568	70,295	20,666	.....	30,427	2,555	9	1	.....
Bridgeport.	Fairfield County Law Library.	Charles S. Evans.	1877	County	Law.	F.	No.	No.	.....	.....	.....	.....	12,500	300	1	.....	600
Do.	Public Library and Reading Room.	Calhoun Latham.	1881	City.	Gen.	F.	No.	Yes.	7,500	162,000	.....	.....	59,616	3,585	.....	3	2,000
Bristol.	Public Library.	Chas. L. Wooding.	1892	City.	Gen.	F.	Yes.	Yes.	3,767	88,534	27,060	.....	23,022	3,420	7	1	1,680
Canaan.	Douglas Library.	Mrs. Nellie A. Preston.	1821	Town.	Gen.	F.	Yes.	Yes.	300	6,781	1,761	.....	6,300	120	2	1	.....
Cheshire.	Public Library.	Mary E. Baldwin.	1892	Soc.	Gen.	F.	.....	Yes.	500	11,627	3,200	.....	5,330	483	2	.....	150
Colchester.	Cragin Memorial Library.	Anna W. Avery.	.....	Soc.	Gen.	F.	.....	Yes.	600	10,215	4,406	.....	5,400	244	1	.....	150
Columbia.	Saxon B. Little Free Library.	Lillian W. Rice.	1883	Soc.	Gen.	F.	Yes.	Yes.	100	2,670	260	.....	6,000	118	1	.....	40
Cornwall.	Library Association.	Mary J. Whitney.	1869	Soc.	Gen.	S. Fr.	8.	No.	50	2,292	.....	.....	5,033	199	1	1	75
Danbury.	Danbury Library.	Fanny P. Brown.	1869	Corp.	Gen.	F.	8.	Yes.	4,500	51,352	.....	.....	21,090	1,065	6	1	.....
Danlison.	Free Public Library.	Henry M. Danlison.	1854	Town.	Gen.	F.	8.	Yes.	1,511	26,128	6,462	.....	8,725	212	2	1	.....
Darlen.	Free Library.	Grace G. Weber.	1901	Corp.	Gen.	F.	No.	No.	228	5,106	1,270	.....	5,008	126	1	.....	144
Derby.	Derby Neck Free Library.	Mrs. Wm. Shaw.	1907	Village.	Gen.	F.	No.	No.	600	.....	.....	.....	12,500	.....	.....	.....	.....
Do.	Public Library.	Minnie B. Cotter.	1903	City.	Gen.	F.	No.	Yes.	5,141	49,464	15,583	.....	17,679	1,780	4	1	750
Durham Center.	Durham Public Library.	Gertrude L. Hart.	1894	Town.	Gen.	F.	No.	Yes.	286	7,743	222	.....	5,226	157	.....	.....	.....
East Hartford.	Public Library.	Jessie W. Hayden.	1896	Village.	Gen.	F.	.....	Yes.	300	13,994	7,856	.....	8,165	843	2	1	250
Ellington.	Hall Memorial Library.	Ida M. Bangroft.	1903	Town.	Gen.	F.	.....	Yes.	4,321	4,984	1,464	.....	5,579	112	1	1	260
Fairfield.	Memorial Library.	Emma T. Wakeman.	1876	Soc.	Gen.	F.	.....	Yes.	.....	26,297	10,994	11,623	9,194	599	2	1	720
Farmington.	Village Library.	Mrs. T. H. Root.	1890	Soc.	Gen.	F.	.....	.....	.....	10,319	2,080	7,841	6,610	340	1	1	160
Greenwich.	Greenwich Library.	Mary M. Miller.	1878	Corp.	Gen.	F.	Yes.	No.	578	27,184	8,123	24,644	10,000	634	1	1	500
Groton.	Bill Memorial Library.	Abby M. Clarke.	1888	Soc.	Gen.	F.	.....	.....	.....	.....	.....	.....	6,300	240	8	.....	212



TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Volunteers to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CONNECTICUT—continued.																	
Salisbury.....	Scoville Memorial Library	Margaret Travis.....	1894	Soc.....	Gen.....	F.	Yes.	Yes.	600	9,910	2,570	.....	9,900	230	1	1	\$300
Seymour.....	Public Library	Edyth M. Lovering.....	1892	Town.....	Gen.....	F.	M.	Yes.	1,236	21,331	8,961	.....	6,757	1,138	2	1	364
Sharon.....	Hitchcock Library	Flora A. Ryan.....	1893	Soc.....	Gen.....	S. Fr.	S.	No.	215	5,842	377	.....	6,713	1,193	1	1	300
Shelton.....	Plumb Memorial Library	Jessamine Ward.....	1892	Town.....	Gen.....	F.	.....	.....	2,156	39,501	14,416	.....	13,201	747	2	2	780
Simsbury.....	Free Library	Eliza McRoy.....	1874	Town.....	Gen.....	F.	S.	No.	324	7,400	1,100	.....	11,718	465	1	1	200
Southington.....	Public Library	Mrs. C. H. Bissell.....	1900	Town.....	Gen.....	F.	Yes.	Yes.	18,161	3,801	3,801	.....	6,467	341	3	1	275
South Manchester.....	Free Library	Louise L. Bartlett.....	1876	Corp.....	Gen.....	F.	Yes.	Yes.	1,833	31,001	13,770	.....	11,243	852	4	2	630
South Newhall.....	Public Library	Mrs. Agnes E. Blanchard.....	1891	City.....	Gen.....	F.	S.	Yes.	2,200	30,059	6,410	55,262	10,168	852	4	2	630
Southport.....	Pequot Library	Josephine S. Heydrick.....	1894	Soc.....	Gen.....	F.	Yes.	No.	3,637	12,270	3,234	14,370	38,443	677	2	1	.....
Stafford Springs.....	Stafford Library Association	Anna Heald.....	1876	Soc.....	Gen.....	F.	Yes.	Yes.	.....	12,900	4,600	5,000	5,300	.....	1	.....	.....
Stamford.....	Ferguson Library	Allice M. Cole.....	1880	City.....	Gen.....	F.	Yes.	Yes.	10,099	125,295	.....	.....	23,176	3,261	7	1	1,500
Stonington.....	Free Library	Mrs. Catherine Hahn.....	1887	Soc.....	Gen.....	F.	No.	No.	1,500	10,579	.....	.....	6,775	356	2	1	260
Stratford.....	Library Association	Frances B. Russell.....	1885	Soc.....	Gen.....	F.	Yes.	Yes.	4,000	24,318	6,806	.....	14,871	633	2	1	600
Suifield.....	Kent Memorial Library	Lillian M. Steadman.....	1884	Town.....	Gen.....	F.	Yes.	Yes.	1,100	14,841	3,765	.....	18,004	358	2	1	450
Thompsonville.....	Public Library	Martha E. Potter.....	1880	Town.....	Gen.....	F.	Yes.	Yes.	14,284	2,938	.....	.....	5,600	122	2	1	.....
Torrington.....	Enfield Public Library	Edith D. Altin.....	1896	Town.....	Gen.....	F.	Yes.	Yes.	500	15,078	.....	.....	6,407	275	2	1	235
Uncasville (R. F. D. No. 1).....	Torrington Library	Louise T. Mason.....	1865	Corp.....	Gen.....	S. Fr.	S.	No.	1,402	77,098	18,383	.....	14,000	1,072	3	1	700
Wallingford.....	Raymond Library	Lucy P. Schofield.....	1884	Soc.....	Gen.....	F.	No.	No.	50	1,410	.....	.....	5,800	176	2	1	400
Washington.....	Public Library	Emma Lewis.....	1891	Soc.....	Gen.....	F.	Yes.	Yes.	43,035	15,111	.....	.....	11,830	839	3	1	500
Watertown.....	Gunn Memorial Library	Mrs. Lillie G. Smith.....	1882	Corp.....	Gen.....	F.	Yes.	No.	394	6,820	1,192	2,104	5,183	349	2	1	240
Waterbury.....	Slas Bronson Library	Helen Sperry.....	1889	City.....	Gen.....	F.	S.	No.	8,000	228,383	90,717	.....	90,707	0,075	13	2	1,700
Watertown.....	Library Association	Jennie M. Smith.....	1885	Corp.....	Gen.....	F.	No.	No.	782	14,537	.....	.....	9,087	611	3	2	450

Westport.....	Westport Library.....	Katherine M. Hunt.....	1908	Town.....	Gen.....	F.....	Yes.....	Yes.....	1,987	24,512	6,375	575	8	1	636
Wethersfield.....	Public Library.....	Mrs. R. D. Veeburgh.....	1894	Town.....	Gen.....	F.....	Yes.....	Yes.....	702	13,135	5,448	135	1	1	100
Do.....	Public Prison.....	Timothy C. Craig.....	1902	State.....	Gen.....	F.....	No.....	No.....	600	28,011	7,500	135	1	1	468
Williamantic.....	Dunham Hall Library.....	Mrs. Hattie B. Gates.....	1878	Corp.....	Gen.....	F.....	Yes.....	No.....	785	4,230	6,202	116	1	1	468
Do.....	Public Library.....	Bel B. Riggelman.....	1871	City.....	Gen.....	F.....	No.....	No.....	550	29,397	8,173	292	2	2	450
Winsted.....	Beardsley Library.....	Helena B. Alford.....	1874	Town.....	Gen.....	F.....	S.....	No.....	3,160	37,094	13,679	564	4	4	700
DELAWARE.															
Dover.....	State Library.....	Thomas W. Wilson.....	1883	State.....	Law.....	F.....	Yes.....	Yes.....	75		80,000		2	2	1,200
Smyrna.....	Library Association.....	Anna Hough.....	1883	Corp.....	Gen.....	S. Fr.....	No.....	No.....			5,000	80	1	1	25
Wilmington.....	Historical Society of Delaware.....	Maj. Wm. G. Ramsay.....	1864	Soc.....	Hist.....	S. Fr.....	No.....	No.....			6,000	40	1	1	300
Do.....	Law Library of New Castle County.....	Chas. W. Bush.....	1871	Soc.....	Law.....	M.....	No.....	No.....			5,000	123	1	1	
Do.....	Wilmington Institute Free Library. <sup>1</sup>	Arthur L. Bailey.....	1788	Corp.....	Gen.....	F.....	Yes.....	Yes.....	15,267	247,664	67,860	77,661	19	2	3,000
DISTRICT OF COLUMBIA.															
Washington.....	Bar Association.....	Waldo Burnside.....	1874	Soc.....	Law.....	S.....	Yes.....	Yes.....			15,600	1,326	2	2	
Washington (Munsey Bldg.).....	Bureau of Railway Economics.....	Richard H. Johnston.....	1910	Corp.....	Sch.....	F.....	No.....	No.....			40,000		6	6	
Washington.....	Government Hospital for Insane. <sup>1</sup>	Louise S. Hough.....	1888	Gov.....	Gen.....		No.....	No.....			9,591	1,197	1	1	720
Do.....	I. O. O. F. Library.....	Mrs. Henrietta Werner.....	1900	Corp.....	Gen.....		No.....	No.....			6,000				
Do.....	Library of Congress.....	Herbert Putnam.....	1900	Gov.....	Gen.....	Fr.....	No.....	No.....							
Do.....	National Society Daughters American Revolution.....	Mrs. George M. Sternberg.....	1896	Soc.....	Hist.....	Fr.....	No.....	No.....			2,500	450	1	1	900
Do.....	Pan American Union (Columbus Memorial Library).....	Charles E. Babcock, acting.....	1900	Corp.....	Hist.....	Fr.....	No.....	No.....			28,338	4,179			
Do.....	Peabody Library.....	Eva N. Gilbert.....	1876	Corp.....	Gen.....	F.....	Yes.....	Yes.....	300	3,529	9,000	125	1	1	600
Do.....	Public Library.....	George F. Bowerman.....	1898	City.....	Gen.....	F.....	Yes.....	Yes.....	46,278	686,278	156,263	18,217	59	13	3,500
Do.....	Supreme Council 33° (Masonic).....	Wm. L. Boyden.....	1886	Corp.....	Gen.....	F.....	Yes.....	No.....	420	6,000	75,000	2,500	1	1	2,000
Do.....	U. S. Department of Agriculture. <sup>2</sup>	Charles B. Barnett.....	1898	Gov.....	Sch.....	Fr.....	No.....	No.....							
Do.....	U. S. Department of Commerce. <sup>3</sup>	Charles F. Talman.....	1870	Gov.....	Sch.....	Fr.....	No.....	No.....			51,000				
Do.....	Bureau of the Census.....	Anne G. Cross.....	1899	Gov.....	Sch.....	Fr.....	No.....	No.....			28,539	766	5	5	1,400
Do.....	Bureau of Fisheries.....	Rose M. MacDonald.....	1882	Gov.....	Sch.....	Fr.....	No.....	No.....			12,500	465	2	2	1,500
Do.....	Bureau of Foreign and Domestic Commerce.....	Edward Whitney.....	1886	Gov.....	Sch.....	F.....	Yes.....	No.....	12	100	15,000	600	2	2	

\* Includes 10 branches.

\* Includes pamphlets.

\* Salary of assistant librarian.

\* Includes 3 branches.

\* Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Vistors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
DISTRICT OF COLUMBIA—con.																	
Washington.....	U. S. Department of Commerce—Cont'd Bureau of Standards <sup>1</sup>	A. Fanti.....	1901	Gov.....	Sol.....	Fr.	No.	.....	.....	.....	.....	.....	10,414	1,081	1	.....	\$1,000
Do.....	Coast and Geodetic Survey	Ralph M. Brown.....	1817	Gov.....	Sol.....	F.	Yes.	No.	.....	.....	.....	.....	25,000	400	5	.....	1,800
Do.....	U. S. Department of the Interior: Bureau of Education	John D. Wolcott.....	1868	Gov.....	Ed. <sup>2</sup>	F.	.....	.....	.....	1,656	.....	.....	100,000	10,000	9	.....	1,800
Do.....	Bureau of Mines <sup>4</sup>	Edith F. Spofford.....	1911	Gov.....	Sol.....	Fr.	No.	No.	.....	.....	.....	.....	12,000	1,500	2	.....	1,390
Do.....	Geological Survey	Miss J. L. V. McCord.....	1882	Gov.....	Sol.....	Fr.	No.	No.	.....	10,162	.....	9,218	90,000	3,500	7	.....	2,000
Do.....	Patent Office (Scientific Library)	Howard L. Prince.....	1886	Gov.....	Sol.....	Fr.	No.	No.	.....	.....	.....	.....	83,300	3,013	13	.....	2,000
Do.....	U. S. Department of Justice	George Kearney.....	1831	Gov.....	Law	.....	No.	No.	.....	.....	.....	.....	40,000	.....	4	.....	1,800
Do.....	U. S. Department of Labor	M. Alice Matthews.....	1885	Gov.....	Sol.....	Fr.	.....	No.	.....	.....	.....	.....	25,000	.....	4	.....	1,000
Do.....	U. S. Department of the Navy	Charles W. Stewart.....	1882	Gov.....	Sol.....	.....	No.	No.	.....	.....	.....	.....	44,516	.....	.....	.....	.....
Do.....	Naval Observatory	Wm. D. Horgan.....	1843	Gov.....	Sol.....	Fr.	No.	.....	.....	.....	.....	.....	27,266	546	.....	.....	.....
Do.....	State, Bureau of Rolls and Library	John A. Towner, chief of bureau.	1799	Gov.....	Law	.....	No.	.....	.....	.....	.....	.....	70,000	800	.....	.....	.....
Do.....	U. S. Department of the Treasury:																
Do.....	Bureau of Public Health Service	Richard A. Kearny.....	.....	Gov.....	Med.....	Fr.	No.	No.	.....	.....	.....	.....	10,000	200	2	.....	2,000
Do.....	Office of Solicitor of the Treasury	Daniel S. Foster.....	.....	Gov.....	Law	.....	No.	No.	.....	.....	.....	.....	8,000	113	.....	.....	.....

Do.	U. S. Department of War.	James W. Cheney	1798	Gov.	Sol.	Fr.	Yes.	Yes.	6,000				65,000	1,000	6	
Do.	Surgeon General's Office.	Col. C. C. McCulloch.	1867	Gov.	Med.	F.	Yes.	Yes.				9,000	170,000			
Do.	U. S. House of Representatives.	H. C. McCarthy		Gov.	Law.		No.	No.					275,000		4	2,100
Do.	U. S. Interstate Commerce Commission.	Leroy S. Boyd	1894	Gov.	Law.	Fr.	No.	No.					16,000	361	3	1,620
Do.	U. S. Public Documents Library.	Sarah Ambler	1895	Gov.	Sol.	Fr.	No.	No.					16,144 <sup>10</sup>	12,843	3	1,500
Do.	U. S. Senate Library.	Edward C. Goodwin	1899	Gov.	Law.		No.	No.					200,000	2,000	8	2,500
Do.	U. S. Smithsonian Institution.	Paul Brockett, assistant.	1846	Gov.	Sol.	F.							281,000			
Do.	Bureau of American Ethnology.	Ella Leary	1885	Gov.	Sol.	F.		No.					18,532	562	2	1,400
Do.	U. S. Soldiers' Home.	Herman Miller	1851	Corp.	Gen.	Fr.	No.	No.	447	26,748			11,107	800	6	2 390
<b>FLORIDA.</b>																
Jacksonville.	Free Public Library.	Lloyd W. Jesselyn.	1905	City.	Gen.	F.	Yes.	Yes.	8,750	132,502	24,015		25,539	3,195	7	1,900
St. Augustine.	do.	Mrs. Annie McNally	1874	Soc.	Gen.	S. Fr.	S.	No.	188				5,948	304	1	240
St. Leo.	St. Leo Abbey.	Aloysius Delabar.	1890	Corp.	Gen.		No.	No.					7,000	200	2	
<b>GEORGIA.</b>																
Atlanta.	Carnegie Library.	Katherine H. Wool-	1899	City.	Gen.	F.	M.	Yes.	43,127	323,394	55,942	96,604	57,393	5,750	19	5 1,500
Do.	State Library.	Mrs. Maude B. Cobb	1831	State.	Law.	F.							65,000		3	1,900
Columbus.	Public Library.	Mrs. Nina Halstead	1907	City.	Gen.	F.	S.	No.	4,160	33,544	7,527	4,721	9,258	1,552	2	1,700
Macon.	Price Free Library.	Minnie F. Rice	1899	City.	Gen.	F.	Yes.	No.	7,000	30,706			6,500	608	1	420
Marble.	Clark Library Association.	Mabel C. Correll	1893	Soc.	Gen.	S. Fr.							7,000			
Monticuma.	Carnegie Library.	Mrs. Nettie Wilson	1906	Village.	Gen.	F.	S.	Yes.	465	8,490	1,536		8,041	385	1	300
Savannah.	Public Library.	William Harden	1903	City.	Gen.	F.	Yes.	No.	15,468	94,837	28,197	99,499	45,840	4,008	7	1,200
Washington.	Mary Willis Library.	Mrs. Caroline Turner	1888	Corp.	Gen.	F.	Yes.	No.	10,000				7,088	228	2	400
<b>IDaho.</b>																
Boise.	Carnegie Public Library.	Anna Skinner	1893	City.	Gen.	F.	S.	Yes.	6,651	41,663	16,633	98,201	14,500	1,992	4	1,020
Do.	Idaho Free Traveling Library Commission.	Margaret S. Roberts	1898	State.	Gen.	F.		Yes.					14,892	1,310	2	1,200
Do.	Idaho State Library.	Minnie P. Duntton	1884	State.	Law.	Fr.	No.	No.					21,713	8,413	3	1,200
Lewiston.	Carnegie Library.	Margaret G. Guyer	1901	City.	Gen.	F.	Yes.	Yes.	5,000	34,800	7,000	14,000	8,000	430	1	900

<sup>1</sup> Not including public documents.  
<sup>2</sup> Since tabulation this library has been consolidated with the Army War College library.  
<sup>3</sup> To medical schools.  
<sup>4</sup> Includes 2 branches.  
<sup>5</sup> Including pamphlets and maps.

<sup>1</sup> Includes 1 branch.  
<sup>2</sup> Not including 60,000 maps.  
<sup>3</sup> Educational.  
<sup>4</sup> Includes 3 branches.  
<sup>5</sup> Includes pamphlets.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1919—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS.																	
Alton.....	Jennie D. Hayner Free Library Association.	Harriet C. Dolbee.....	1901	Soc.....	Gen...	F.	S.	Yes.	5,840	42,606	11,978		14,264	413	4	2	
Aurora.....	Public Library.....	James Shaw.....	1882	City.....	Gen...	F.	No.	Yes.	3,000	111,596	26,045		30,430	1,407	5	1	\$1,200
Batavia.....	do.....	Cassie W. Stephens.....	1869	City.....	Gen...	F.	Yes.	Yes.	10,000	21,359			10,000	300	2	1	660
Belleville.....	do.....	M. Ethel Huff.....	1836	City.....	Gen...	F.	S.	Yes.	40,832	40,832	15,078	43,195	29,521	736	3	1	950
Belvidere.....	Ida Public Library.....	Elizabeth Ballard.....	1885	City.....	Gen...	F.	S.	No.	2,730	23,482	6,674	2,047	12,001	255	2	1	416
Bloomington.....	Chicago and Alton Express Employees' Library Association.	Margaret C. Fenton.....	1879	Soc.....	Gen...	M. Fr.	S.	No.		4,500			8,000	300	1		540
Do.....	Withers Public Library	Nellie E. Farham.....	1856	City.....	Gen...	F.	S.	Yes.	9,151	96,990	26,403		27,851	1,446	6	2	1,400
Blue Island.....	Public Library	Ida Lindlow.....	1877	City.....	Gen...	F.	No.	Yes.	3,424	28,943	12,346		6,980	275	1		775
Carro.....	Public Library	Mrs. Lizzie L. Powell.....	1877	City.....	Gen...	F.	Yes.	Yes.	4,600	35,352	12,036	97,768	18,191	856	4	2	840
Cambridge Canton.....	Township Library.....	R. Louise Fitch.....	1876	Twp.....	Gen...	F.	S.	Yes.	1,000	8,000	2,660	7,000	8,100		1	1	240
	Parlin Public Library.....	Mrs. Josephine H. Resor.....	1863	City.....	Gen...	F.	S.	Yes.	1,839	29,895	10,399		9,333	532	4	1	800
Carthage.....	Free Public Library.....	Mrs. Elizabeth E. Fennock.....	1863	Village.....	Gen...	F.	S.	Yes.	200	9,876	3,253		5,812	76	1	1	300
Centralia.....	Public Library.....	Celia M. Miles.....	1873	City.....	Gen...	F.	S.	Yes.	5,514	23,549	8,985		6,680	220	2	1	420
Champaign.....	Burnham Athenaeum.....	Jeanette Roberts.....	1868	City.....	Gen...	F.	S.	Yes.	6,500	812		56,025	21,500	812	3	2	900
Charleston.....	Free Public Library.....	Elizabeth M. Case.....	1866	City.....	Gen...	F.	S.	No.	2,284	23,649	8,802	14,429	6,905	279	2	1	480
Chicago (406 First Arts Bldg.).	Alliance Francaise Library.	Vesta W. Channon.....	1904	Soc.....	Gen...	S. Fr.	M.	No.	500	2,200	100	4,250	9,000	1,000	1		
Chicago.....	American and National Express Employees' Library Assn.	William D. Heath.....	1885	Soc.....	Gen...	S.	No.	No.	500	4,500			5,000	75	1		
Do.....	Ashland Block Law Library	Edith S. Ransom.....	1862	Corp.....	Law.....		No.	No.					7,000		1		480
Do.....	Chicago Academy of Sciences.	Mary A. Hardman.....	1887	Corp.....	Scl.....	F.	M.	No.					15,000	100	1		

Do.....	Chicago Bar Association.	1892	Corp....	Law....	S.	No.	No.				13,250	12,000	1,299	3'.....	\$2,400
Do.....	Chicago Historical Society.	1886	Soc.....	Hist..	F.	No.	No.				4,888	\$150,000	\$4,118	4	1 1,800
Do.....	Chicago Law Institute.	1887	Soc.....	Law....	S. Fr.	No.	No.					57,000	1,510	11	.....
Do.....	Field Museum of Natural History.	1894	Corp....	Sci....	F.	No.	No.	3,283	84,386			60,000	2,263		.....
Do.....	John Crerar Library.	1884	Corp....	Sci....	F.	No.	No.		661			360,000	21,005	50	6 5,000
Do.....	Municipal Reference Library.	1900	City....	Law....	F.	No.	No.				1,500	8,200	450	4	1,320
Do.....	Newberry Library.	1887	Corp....	Gen....	F.	No.	No.				71,074	\$342,557	\$8,580	30	.....
Do.....	Press Club.	1888	Soc.....	Gen....	F.	No.	No.					5,000	300	1	150
Do.....	Public Library.	1872	City....	Gen....	F.	Yes.	Yes.	200,000	3,039,043			614,259	47,467	238	56 7,500
Do.....	Pulman Public Library.	1883	Corp....	Gen....	F.	Yes.	No.	1,900	23,545	11,485	29,018	9,250			.....
Do.....	University Club of Chicago.	1909	Soc.....	Gen....				500	4,500			9,700	1,500	2	1,500
Do.....	Western Society of Engineers.	1899	Corp....	Sci....	Fr.	No.	No.					9,000	576		.....
Chicago Heights.	Free Public Library.	1901	City....	Gen....	F.	S.	No.	2,000	25,970	10,640	11,387	5,125	316	2	1 600
Clinton	Vesperian Warner Library.	1902	City....	Gen....	F.	S.	Yes.	2,300	33,756	9,904	339	12,000	276	3	1 600
Danville.	Public Library.	1883	City....	Gen....	F.	No.	Yes.	8,013	80,874	20,175		31,623	1,167	4	1 1,020
Do.	Soldiers Home Library.	1903	Gov....	Gen....		No.	No.	1,200				5,079		2	300
Decatur.	Free Public Library.	1875	City....	Gen....	F.	S.	Yes.	7,353	114,348	42,385		33,906	2,375	8	1 1,200
De Kalb.	Public Library.	1899	City....	Gen....	F.	No.	Yes.	2,721	20,838	2,116		7,049	445	1	600
Dixon.	do.	1885	City....	Gen....	F.	S.	No.	3,976	28,640	9,447	400	14,320	630	2	1 480
Earlville.	do.	1867	Village.	Gen....	F.	S.	No.	450				5,434	508	2	1 104
East St. Louis.	do.	1872	City....	Gen....	F.	S.	Yes.	6,236	108,439	64,979		30,589	1,970	7	2 2,000
Elgin.	Gail Borden Public Library.	1871	City....	Gen....	F.	S.	Yes.	10,000	210,711	45,036	154,464	42,000	1,680	6	1 1,080
Evansville.	Public Library.	1870	City....	Gen....	F.	S.	Yes.	10,049	117,421	26,571		49,638	1,788	10	2 1,320
Freeport.	do.	1889	City....	Gen....	F.	S.	Yes.	8,201	63,451	14,801		30,288	1,130	4	1 780
Galena.	do.	1894	City....	Gen....	F.	S.	No.	1,183	21,849	5,598	22,560	8,688	363	2	1 600
Galesburg.	Free Public Library.	1868	City....	Gen....	F.	S.	Yes.	6,003	102,065	39,155	135,406	42,874	2,056	8	2 1,120
Geneeo.	Public Library.	1881	City....	Gen....	F.	S.	No.	1,800	21,980			10,500	1,089	1	1 720
Geneva.	do.	1884	Twp....	Gen....	F.	Yes.	No.	1,057	12,678	6,088		7,775	301	1	660
Harvard.	Delos F. Digges Library.	1909	City....	Gen....	F.	S.	Yes.	1,482	16,791			4,925	450	1	660
Highland Park.	Public Library.	1887	City....	Gen....	F.	S.	No.	2,030	19,690	5,701	5,003	8,198	638	3	1 400
Hinsdale.	do.	.....	Village.	Gen....	F.	S.	No.	994	18,548	4,826	2,300	5,945	571	2	2 480
Hoopston.	do.	1888	City....	Gen....	F.	S.	Yes.	1,000	16,201	6,959	28,800	8,772	431	1	1 660
Jacksonville.	do.	1871	City....	Gen....	F.	S.	Yes.	4,800	42,124	9,920		18,032	1,108	3	1 1,000
Joliet.	do.	1875	City....	Gen....	F.	S.	Yes.	6,006	97,513	25,228		41,244	4,223	5	2 1,500

\* Includes maps and manuscript.

\* Salary of first assistant librarian.

1 Includes 1 branch.

\* Includes 20 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS—contd.																	
Joliet	State Penitentiary.	A. J. Patrick.	1872	State.	Gen.	Fr.	No.	No.	1,300	59,108	1,192	.....	22,500	200	3	.....	.....
Do.	Steel Works Club.	Maud A. Parsons.	1889	Corp.	Gen.	F.	S.	No.	675	11,679	1,192	.....	5,552	363	2	.....	\$1,200
Kankakee	Public Library.	Bessie S. Clapp.	1896	City.	Gen.	F.	S.	No.	2,690	.....	.....	.....	10,848	350	2	.....	.....
Kewanee	do.	Luelle M. Cully.	1875	Twp.	Gen.	F.	S.	Yes.	4,023	45,384	21,804	.....	12,920	1,201	3	1	960
Knoxville	do.	Louise E. Collins.	.....	Village.	Gen.	F.	S.	Yes.	374	.....	.....	.....	5,000	65	1	.....	.....
La Grange	Free Public Library.	Esther Johnston.	1905	Village.	Gen.	F.	S.	Yes.	3,400	31,850	9,224	.....	7,571	488	1	1	600
Lake Forest	Public Library.	Kathryne G. Coleman.	1898	City.	Gen.	F.	S.	Yes.	1,081	16,800	.....	18,180	8,705	901	2	.....	1,080
La Salle	do.	.....	1907	City.	Gen.	F.	S.	Yes.	3,000	28,040	14,020	.....	14,010	600	2	1	1,720
Lincoln	do.	Ida M. Webster.	1874	City.	Gen.	F.	S.	Yes.	2,500	62,008	12,000	.....	15,530	520	2	1	840
Macomb	City Public Library.	Mahala Phelps.	1882	City.	Gen.	F.	S.	Yes.	6,076	14,705	4,939	5,842	10,457	810	1	1	520
Mattoon	Public Library.	Blanche Gray.	1893	City.	Gen.	F.	S.	Yes.	3,381	36,331	12,800	17,808	8,460	256	3	1	720
Maywood	Public Library.	Grace M. Rogers.	1892	Village.	Gen.	F.	S.	Yes.	1,794	27,799	10,562	3,875	5,000	.....	1	1	720
Menard	Public Library.	Peter F. Clark.	1878	State.	Gen.	F.	No.	No.	.....	25,000	.....	.....	5,040	.....	.....	.....	.....
Mendota	Public Library.	Mrs. R. M. Blakeslee.	1874	City.	Gen.	F.	S.	Yes.	850	17,488	4,510	3,000	8,228	150	1	1	336
Moline	Public Library.	Minnie Kohler.	1873	City.	Gen.	S. Fr.	No.	Yes.	6,874	59,174	26,124	64,985	21,814	1,538	4	1	960
Monmouth	Warren County Library and Reading Room Association.	Thomas H. Rogers.	1870	Corp.	Gen.	S. Fr.	S.	Yes.	650	26,172	9,000	40,250	24,424	604	0	1	800
Monticello	Allen County Library.	Winifred James.	1897	Twp.	Gen.	F.	S.	No.	885	5,928	2,000	12,724	6,151	171	2	1	480
Morgan Park	Geo. C. Walker Library.	Clara L. German.	1890	Village.	Gen.	F.	S.	.....	530	8,462	3,010	.....	7,024	.....	1	1	480
Morris	Odell Public Library.	Anna E. Corcoran.	1905	Village.	Gen.	F.	S.	Yes.	942	14,742	.....	300	5,327	359	1	1	600
Mount Vernon	Appellate Court.	A. C. Millsbaugh.	.....	State.	Gen.	F.	No.	No.	.....	.....	.....	.....	15,000	.....	.....	.....	.....
Naperville	Nichols Library.	Mary E. Ebermann.	1907	City.	Gen.	F.	S.	Yes.	14,204	.....	.....	7,163	9,000	400	2	1	420
Oak Park	Public Library.	Mabel A. Thain.	1883	Village.	Gen.	F.	S.	Yes.	8,794	102,607	39,278	45,000	24,402	1,802	5	1	1,200
Olney	Olney Carnegie Library.	Cora Belle Morris.	1896	City.	Gen.	F.	S.	No.	2,000	14,463	5,405	4,500	6,000	106	2	1	420
Omaha	Free Public Library.	Charlotte M. Amesman.	1907	Village.	Gen.	F.	S.	Yes.	450	20,000	7,000	.....	6,000	100	1	1	180

Ottawa.	Appellate Court.	C. C. Duffy.	State.	Law.	P.	S.	No.	Yes.	10,000	756	1	600
Do.	Hedrick's Library.	Vera J. Sook.	City.	Gen.	P.	S.	No.	Yes.	14,732	756	1	720
Pana.	Public Library.	Mrs. Nellie C. Rush.	City.	Gen.	P.	S.	No.	Yes.	5,799	263	1	420
Paris.	Carnegie Library.	Beth I. Link.	City.	Gen.	P.	S.	No.	Yes.	8,404	325	3	660
Paxton.	do.	Emma Mahery.	City.	Gen.	P.	S.	No.	Yes.	6,294	597	3	420
Pekin.	Public Library.	Anna Smith.	City.	Gen.	P.	S.	No.	Yes.	10,227	354	3	720
Petera.	Law Library Association.	Paul Dalling.	City.	Law.	P.	S.	No.	Yes.	7,000	80	1	240
Do.	Public Library.	F. S. Wilcox.	City.	Gen.	P.	S.	No.	Yes.	116,769	5,200	12	5,500
Pittsfield.	do.	Lulu Quimby.	Village.	Gen.	P.	S.	No.	Yes.	5,632	1,180	1	360
Piano.	Little Rock Township Public Library.	Mrs. Maude E. Hennings.	Twp.	Gen.	P.	S.	No.	Yes.	7,374	672	1	276
Polo.	Braden Township Free Public Library.	E. Frances Barber.	Twp.	Gen.	P.	S.	No.	Yes.	5,505	117	1	406
Pontiac.	Public Library.	Neil Thornton.	City.	Gen.	P.	S.	No.	Yes.	8,072	590	2	900
Do.	State Reformatory.	Geo. Butterworth.	State.	Gen.	P.	S.	No.	Yes.	11,574	750	1	780
Princeton.	Mason Public Library.	Agnes M. Robinson.	City.	Gen.	P.	S.	No.	Yes.	10,789	272	1	600
Quincy.	Free Public Library and Reading Room.	Margaret Ringler.	City.	Gen.	P.	S.	No.	Yes.	33,525	1,857	6	940
Rockford.	Public Library.	Jane P. Hubbell.	City.	Gen.	P.	S.	No.	Yes.	58,529	2,832	10	1,330
Rockton.	Talbot Free Library.	Mary C. Forward.	Twp.	Gen.	P.	S.	No.	Yes.	5,446	250	1	250
Shelbyville.	Free Public Library.	Grace L. Westcott.	City.	Gen.	P.	S.	No.	Yes.	7,301	473	2	450
Springfield.	Lincoln Library.	Henry C. Remann.	City.	Gen.	P.	S.	No.	Yes.	56,604	1,776	2	1,500
Do.	State Library.	Maud Mayef.	State.	Gen.	P.	S.	No.	Yes.	56,000	318	7	1,500
Do.	State Museum of Natural History.	A. R. Crook.	State.	Gen.	P.	S.	No.	Yes.	5,000	518	2	2,400
Do.	Supreme Court Library.	Ralph H. Wilkin.	State.	Law.	P.	S.	No.	Yes.	28,000	190	1	540
Sterling.	Public Library.	Sadie F. Murphy.	City.	Gen.	P.	S.	No.	Yes.	10,700	632	3	720
Streator.	do.	Mrs. Mary L. Wright.	City.	Gen.	P.	S.	No.	Yes.	13,451	268	1	700
Sycamore.	do.	Julia S. Osborne.	City.	Gen.	P.	S.	No.	Yes.	6,102	477	2	580
Taylorville.	do.	Aline E. Emery.	City.	Gen.	P.	S.	No.	Yes.	20,364	422	2	600
Urbana.	Free Public Library.	Ida D. Hanes.	City.	Gen.	P.	S.	No.	Yes.	6,330	211	1	100
Warren.	Free Public Library and Reading Room.	Ida M. Stuckney.	Twp.	Gen.	P.	S.	No.	Yes.	7,618	377	1	240
Warsaw.	do.	Mrs. May L. Stevens.	Village.	Gen.	P.	S.	No.	Yes.	5,000	350	4	780
Waukega.	Public Library.	Lillian Barnes.	Village.	Gen.	P.	S.	No.	Yes.	5,551	322	1	600
Wheaton.	do.	Laura J. Perrin.	City.	Gen.	P.	S.	No.	Yes.	19,723	403	1	800
Do.	Adams Memorial Library.	Louisa Montgomery.	Corp.	Gen.	P.	S.	No.	Yes.	5,201	845	2	900
Winnetka.	Free Public Library.	Annle F. Law.	Village.	Gen.	P.	S.	No.	Yes.	8,233	403	1	800
Winnetka.	Free Public Library.	Mary E. Hewes.	Village.	Gen.	P.	S.	No.	Yes.	20,793	377	1	900
Woodstock.	Public Library.	Lura M. Wandrack.	City.	Gen.	P.	S.	No.	Yes.	23,508	377	1	900

\* Includes 2 branches.

\* Salary of first assistant librarian.

\* Includes 7 branches.

\* Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
INDIANA.	Anderson.....	Carnegie Public Library.	1894	City....	Gen....	F.	S.	Yes.		57,639	23,256		20,544	2,533	3	1	\$720
	Aurora.....	Public Library.	1902	City....	Gen....	F.	S.	Yes.	1,500	10,000			5,000	197	2	1	100
	Bedford.....	do.....	1898	City....	Gen....	F.	S.	Yes.	6,918	40,000			10,940	700	2		480
	Bluffton.....	City Public Library.	1902	City....	Gen....	F.	S.	Yes.	1,412	18,109	7,800	12,853	5,061	259	3	1	780
	Brazil.....	Public Library.	1878	City....	Gen....	F.	S.	Yes.	3,500	31,200	12,480		6,800	300	1		600
	Carthage.....	Henry Henley Public Library.	1889	Twp....	Gen....	F.	Yes.	Yes.	700	11,502	3,209		5,283	171	2		250
	Columbia City.....	Peoples Free Library.	1901	Corp....	Gen....	F.	Yes.	No.	800	14,672			20,000	400	2	1	312
	Columbus.....	Public Library.	1899	City....	Gen....	F.	S.	No.	1,332	35,232	13,340		10,250	1,140	2		900
	Connersville.....	do.....	1907	City....	Gen....	F.	S.	Yes.	3,040	22,504	10,180		6,576	382	2		600
	Crawfordsville.....	do.....	1890	City....	Gen....	F.	S.	Yes.	3,241	28,729	8,367		11,755	701	4	1	600
	Danville.....	do.....	1903	Village.	Gen....	F.	Yes.	Yes.	1,050				5,000		1		520
	Decatur.....	do.....	1906	City....	Gen....	F.	S.	No.	2,500	16,758	7,904		5,500	450	2	1	600
	Elkhart.....	do.....	1903	City....	Gen....	F.	S.	Yes.	7,086	74,394	22,170		20,813	1,342	2	1	1,050
	Elwood.....	Public Library.	1899	City....	Gen....	F.	Yes.	Yes.	3,292	39,593	16,471		11,106	1,862	3	1	840
	Evansville.....	do.....	1913	City....	Gen....	F.	Yes.	Yes.	5,068	64,035	33,117		8,059	8,059	5	2	1,500
	Do.....	Willard Library.	1875	Corp....	Gen....	F.	Yes.	Yes.	11,237	82,950		72,000	40,000	1,417	4	2	730
	Fort Wayne.....	Public Library.	1894	City....	Gen....	F.	S.	Yes.	24,556	103,940	61,477		45,189	5,131	12	2	1,500
	Frankfort.....	Public Library.	1880	City....	Gen....	F.	Yes.	Yes.	3,355	48,269	11,910	8,865	6,112	184	3	1	480
	Gary.....	Public Library.	1908	City....	Gen....	F.	Yes.	Yes.	7,293	109,936	94,924		25,101	5,508	10	2	2,160
	Goshen.....	Public Library.	1902	City....	Gen....	F.	S.	Yes.	4,603	43,452	17,968		11,570	980	2	1	600
	Greencastle.....	Carnegie Public Library.	1891	City....	Gen....	F.	Yes.	Yes.					11,198	597	2	1	840
	Greenfield.....	Public Library.	1898	City....	Gen....	F.	S.	Yes.	600	17,500	8,750		6,077	313	1	1	430
	Greensburg.....	Carnegie Public Library.	1902	City....	Gen....	F.	S.	Yes.	1,128	13,040	2,908		6,222	613	1	1	720

Hammond.....	Public Library <sup>a</sup> .....	Mrs. Jeanie L. Sawyer.....	City.....	Gen.....	F.....	S.....	Yes.....	1,533	30,847	13,143	16,800	11,906	999	4	2	720
Hartford City.....	Public Library.....	Mrs. B. Fordney.....	City.....	Gen.....	F.....	S.....	Yes.....	1,400	41,402	21,308	.....	6,905	1,084	3	1	540
Huntington.....	City Free Library.....	Winifred F. Ticer.....	City.....	Gen.....	F.....	S.....	Yes.....	2,600	2,500	.....	.....	25,782	1,782	2	1	780
Indianapolis.....	Bar Association.....	Mrs. Penelope L. Wolfe.....	Corp.....	Law.....	F.....	No.....	No.....	250	.....	.....	.....	12,000	200	1	.....	360
Do.....	Indiana Law Library.....	W. Cary Carson.....	State.....	Law.....	F.....	No.....	No.....	.....	.....	.....	.....	55,000	600	3	1	1,900
Do.....	Law Building Library.....	E. O'Hara.....	Corp.....	Law.....	F.....	No.....	No.....	.....	.....	.....	.....	100	100	.....	.....	1,000
Do.....	Public Library <sup>a</sup> .....	Eliasa G. Browning.....	City.....	Gen.....	F.....	S.....	Yes.....	33,119	544,076	272,038	7,681	173,969	6,662	56	16	2,000
Do.....	State Library.....	Demarchus C. Brown.....	State.....	Gen.....	F.....	Yes.....	Yes.....	2,010	5,706	.....	.....	3,826	3,826	12	1	2,500
Jeffersonville.....	Township Public Library.....	Bertha F. Polndexter.....	Twp.....	Gen.....	F.....	Yes.....	No.....	4,000	38,482	12,335	.....	8,851	531	2	1	540
Kokomo.....	Carnegie Public Library.....	Idabelle Ford.....	City.....	Gen.....	F.....	S.....	Yes.....	5,985	44,283	22,010	20,387	9,000	1,065	3	1	570
La Fayette.....	Public Library.....	Mrs. Virginia Stein.....	City.....	Gen.....	F.....	S.....	Yes.....	2,590	61,659	5,126	.....	25,752	1,128	3	.....	900
Lebanon.....	do.....	Mrs. Jeanie B. Jessup.....	City.....	Gen.....	F.....	S.....	Yes.....	2,657	14,529	.....	.....	17,866	1,118	2	1	840
Logansport.....	do.....	Mrs. Cora O. Bynum.....	City.....	Gen.....	F.....	S.....	Yes.....	4,937	41,891	13,448	.....	7,688	1,517	3	1	600
Madison.....	do.....	Alice D. Stevens.....	City.....	Gen.....	F.....	S.....	Yes.....	5,902	33,966	.....	.....	17,364	412	2	1	730
Marion.....	do.....	Nellie G. Harper.....	City.....	Gen.....	F.....	S.....	Yes.....	6,650	22,948	.....	.....	9,000	100	.....	.....	1,000
Michigan City.....	do.....	Edith C. Baldwin.....	City.....	Gen.....	F.....	S.....	Yes.....	7,354	56,333	17,060	25,801	21,831	985	4	2	900
Do.....	do.....	Amalia Aicher.....	City.....	Gen.....	F.....	S.....	Yes.....	.....	52,532	20,569	.....	12,025	518	3	1	900
Do.....	State Prison.....	J. M. Stupp.....	State.....	Gen.....	F.....	No.....	No.....	1,975	45,000	24,500	.....	5,900	600	1	.....	540
Mishawaka.....	Public Library.....	Carrie S. Crosby.....	City.....	Gen.....	F.....	Yes.....	Yes.....	1,260	12,208	7,400	12,965	6,358	988	2	1	480
Montpelier.....	do.....	Mrs. Marian Watts.....	City.....	Gen.....	F.....	Yes.....	Yes.....	2,300	17,550	.....	.....	5,000	664	3	1	600
Mount Vernon.....	Alexandrian Free Public Library.....	Mrs. Ollie M. Smith.....	City.....	Gen.....	F.....	S.....	Yes.....	7,595	95,351	44,161	36,376	31,065	2,196	4	1	960
Muncie.....	Public Library.....	Margaret E. Streeter.....	City.....	Gen.....	F.....	No.....	No.....	300	26,141	.....	.....	6,483	286	2	1	240
National Military Home.....	National Home, D. V. S. (Harris Library), Workingmen's Institute.....	Delavan Carpenter.....	Gov.....	Gen.....	F.....	Yes.....	Yes.....	730	25,291	6,226	.....	20,000	683	3	1	480
New Harmony.....	Public Library.....	W. V. Mangrum.....	Soc.....	Gen.....	F.....	Yes.....	Yes.....	1,691	22,763	.....	21,144	8,127	578	3	1	780
Peru.....	Public Library.....	Gertrude H. Thibaud.....	City.....	Gen.....	F.....	Yes.....	Yes.....	3,798	38,756	18,976	30,832	6,025	675	2	1	840
Portland.....	Carnegie Free Library.....	Mary E. Poltin.....	City.....	Gen.....	F.....	S.....	Yes.....	1,954	22,862	10,525	.....	11,141	456	2	1	600
Princeton.....	Public Library.....	Julia A. Mason.....	City.....	Gen.....	F.....	S.....	Yes.....	1,530	11,968	3,922	.....	7,285	929	1	1	600
Rensselaer.....	do.....	Antoinette Price.....	Village.....	Gen.....	F.....	S.....	No.....	1,450	16,625	7,308	.....	5,035	229	2	1	600
Rochester.....	do.....	Grace Stungly.....	Twp.....	Gen.....	F.....	S.....	Yes.....	3,091	.....	.....	.....	5,497	445	2	1	600
Seymour.....	do.....	Katherine Frazer.....	City.....	Gen.....	F.....	Yes.....	Yes.....	3,094	30,917	12,709	.....	12,194	463	2	1	660
Shelbyville.....	Carnegie Public Library.....	Ida A. Lewis.....	City.....	Gen.....	F.....	Yes.....	Yes.....	16,996	140,001	68,056	.....	25,000	4,198	7	1	1,900
South Bend.....	Public Library.....	Virginia M. Tutt.....	City.....	Gen.....	F.....	S.....	Yes.....	.....	.....	.....	.....	34,989	1,723	7	2	1,200
Terre Haute.....	Emeline Fairbanks Memorial Library.....	Mrs. Sallie C. Hughes.....	City.....	Gen.....	F.....	S.....	Yes.....	.....	.....	.....	.....	6,535	425	2	.....	360
Tipton.....	Public Library.....	Mrs. Sam Matthews.....	City.....	Gen.....	F.....	Yes.....	Yes.....	2,500	18,787	11,967	14,903	6,107	723	2	.....	600
Valparaiso.....	do.....	Bertha Joel.....	City.....	Gen.....	F.....	Yes.....	Yes.....	3,328	31,710	8,582	7,945	10,000	1,088	2	1	600
Vincennes.....	City Free Library.....	Ella Davidson.....	City.....	Gen.....	F.....	S.....	Yes.....	2,817	29,877	12,483	33,715	8,287	768	2	1	540
Wabash.....	Carnegie Library.....	Eunice D. Henley.....	City.....	Gen.....	F.....	S.....	Yes.....	1,445	25,335	10,779	.....	8,920	1,033	2	1	900
Whiting.....	Public Library.....	Louise Randall.....	City.....	Gen.....	F.....	S.....	Yes.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Includes 6 branches and 6 subbranches.

\* Includes 1 branch.

\* Includes 2 branches.

\* Salary of first assistant librarian.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IOWA.	Algona.....	Free Public Library.....	1889	City.....	Gen.....	F. F.	S.	Yes.	1,329	19,224	6,528	.....	6,618	297	1	1	\$600
	Ames.....	Public Library.....	1904	City.....	Gen.....	F. F.	S.	Yes.	2,534	14,796	5,622	23,410	7,033	624	2	1	720
	Anamosa.....	State Reformatory.....	.....	State.....	Gen.....	F.	No.	Yes.	619	30,694	.....	.....	7,837	.....	.....	.....	.....
	Atlantic.....	Carnegie Free Public Library.....	1903	City.....	Gen.....	F.	No.	Yes.	2,260	19,709	7,095	6,000	5,640	404	1	1	480
	Boone.....	Erlanson Public Library.....	1835	City.....	Gen.....	F.	Yes.	Yes.	2,689	17,848	5,300	31,519	14,045	753	3	1	600
	Burlington.....	Free Public Library.....	1898	City.....	Gen.....	F. F.	S.	Yes.	6,377	96,236	44,178	.....	35,415	2,569	5	1	1,200
	Cedar Falls.....	Public Library.....	1878	City.....	Gen.....	F. F.	S.	No.	2,530	14,994	.....	.....	12,338	505	2	1	468
	Cedar Rapids.....	Iowa Masonic Library.....	1844	Corp.....	Hist.....	F. F.	S.	.....	.....	644	.....	.....	28,000	364	8	1	3,000
	Do.....	Public Library.....	1897	City.....	Gen.....	F.	S.	Yes.	12,397	123,713	42,155	.....	27,497	3,302	7	2	1,800
	Centerville.....	Drake Free Public Library.....	1901	City.....	Gen.....	F. F.	S.	Yes.	2,949	15,705	.....	.....	6,961	414	1	1	360
	Charles City.....	Public Library.....	1886	City.....	Gen.....	F.	S.	Yes.	2,791	23,991	.....	.....	8,100	694	1	1	.....
	Charokce.....	do.....	1898	City.....	Gen.....	F. F.	S.	Yes.	1,336	.....	11,580	.....	7,317	473	2	1	300
	Clarinda.....	Public Library.....	1904	City.....	Gen.....	F. F.	S.	Yes.	3,501	21,592	8,637	9,973	6,872	1,322	2	1	720
	Clinton.....	Free Public Library.....	1904	City.....	Gen.....	F.	S.	Yes.	9,145	79,495	20,795	.....	17,673	729	4	1	1,000
	Corning.....	Free Public Library.....	1897	Village.....	Gen.....	F.	S.	Yes.	1,340	8,617	.....	.....	5,398	201	1	1	390
	Council Bluffs.....	do.....	1881	City.....	Gen.....	F. F.	Yes.	Yes.	6,917	90,077	47,029	.....	82,206	1,697	7	1	1,200
	Davenport.....	Academy of Sciences.....	1867	Soc.....	Gen.....	F. F.	Yes.	No.	.....	.....	.....	.....	10,000	.....	1	1	.....
	Do.....	Grant Law Library.....	1891	Corp.....	Law.....	F. F.	No.	No.	.....	.....	.....	.....	8,000	.....	1	.....	.....
	Do.....	Public Library.....	1900	City.....	Gen.....	F. F.	S.	Yes.	10,251	172,335	36,569	.....	35,935	4,630	9	2	1,800
	Des Moines.....	Free Public Library.....	1867	City.....	Gen.....	F. F.	S.	Yes.	14,391	225,839	87,482	47,584	69,960	8,686	18	3	1,900
	Do.....	Free Traveling Library.....	1897	State.....	Gen.....	F.	Yes.	Yes.	.....	27,484	.....	.....	26,220	4,151	.....	.....	.....
	Do.....	Historical Department Library.....	1892	State.....	Hist.....	F.	No.	No.	.....	.....	.....	.....	19,452	832	1	.....	1,200
	Do.....	State Library.....	1846	State.....	Gen.....	F. F.	Yes.	Yes.	.....	.....	.....	.....	125,872	5,494	10	6	2,400
	Dubuque.....	Carnegie-Stout Free Public Library.....	1856	City.....	Gen.....	F. F.	S.	Yes.	14,483	99,600	40,689	.....	44,974	1,358	8	1	1,200
	Eldora.....	Public Library.....	1878	Village.....	Gen.....	F.	S.	.....	919	12,728	4,000	.....	5,669	.....	1	1	480

City	Librarian	City	Gen.	F.	S.	Yes.	1,086	13,091	25,226	5,435	309	2	1	480
Estherville	Free Public Library	Mrs. Sade M. David-	Gen.	F.	S.	Yes.	1,086	13,091	25,226	5,435	309	2	1	480
Fairfield	do	H. M. Dysart	Gen.	F.	S.	No.	1,086	13,091	25,226	5,435	309	2	1	480
Fort Dodge	do	Isabella C. Hopper	Gen.	F.	S.	Yes.	3,189	89,783	29,365	16,086	421	3	1	400
Fort Madison	Cattlemore Memorial Library	Rebecca Hesser	Gen.	F.	S.	No.	2,782	22,236	29,365	16,738	1,237	3	1	200
Do	State Public Library	Lloyd Tennant	Gen.	F.	S.	No.	412	14,200	25,226	8,753	866	2	1	600
Grinnell	Stewart Library	Lillian M. Gullin	Gen.	F.	S.	Yes.	8,500	36,532	10,313	7,264	842	2	1	780
Hampton	Public Library	Pearl P. Glazier	Gen.	F.	S.	Yes.	8,500	36,532	10,313	12,108	874	2	1	780
Independence	Free Public Library	Minnie Markham	Gen.	F.	S.	Yes.	1,583	14,530	8,753	6,360	176	1	1	420
Indiana	Public Library	Hannah M. Babb	Gen.	F.	S.	Yes.	1,583	14,530	8,753	6,360	176	1	1	420
Iowa City	Free Public Library	Henrich McKeith	Gen.	F.	S.	Yes.	1,371	12,671	18,474	6,560	474	2	1	300
Do	State Historical So-	Eliza L. Johnson	Gen.	F.	S.	Yes.	7,000	41,006	10,496	12,841	1,574	4	1	780
Keokuk	Public Library	Naunie P. Fulton	Gen.	F.	S.	Yes.	6,611	75,559	22,625	40,708	986	10	1	400
Le Mars	Public Library	Nellie V. Colville	Gen.	F.	S.	Yes.	2,574	12,482	22,625	21,083	1,840	3	1	780
Lyons	Young Men's Associa-	Jeannette F. Balch	Gen.	F.	S.	Yes.	75	1,500	500	6,080	158	1	1	600
Manchester	Carnegie Library	Margaret Lindsay	Gen.	F.	S.	Yes.	1,677	13,358	5,827	8,500	75	1	1	65
Maquoketa	do	Ida M. Simpson	Gen.	F.	S.	Yes.	1,791	18,006	6,106	5,827	424	1	2	480
Marion	Free Public Library	Katherine M. Pease	Gen.	F.	S.	Yes.	1,256	17,978	8,352	8,941	397	2	1	380
Marshalltown	Public Library	Anne M. Kimbberly	Gen.	F.	S.	Yes.	3,899	61,944	19,920	4,928	355	2	1	380
Mason City	Public Library	Mrs. Bertha S. Baird	Gen.	F.	S.	Yes.	6,000	49,148	95,000	14,668	677	4	1	840
Mount Pleasant	Free Public Library	Mrs. Florence Mc-	Gen.	F.	S.	No.	1,846	20,296	25,998	11,419	1,123	4	1	200
Do	do	Kibbin	Gen.	F.	S.	No.	1,846	20,296	25,998	13,156	967	3	1	540
Muscataine	F. M. Musser Public Library	Mrs. E. L. Mahin	Gen.	F.	S.	Yes.	3,159	20,296	23,929	13,451	896	3	1	960
Nevada	Free Public Library	Kate E. Thompson	Gen.	F.	S.	Yes.	600	7,850	2,402	6,000	300	1	1	372
Newton	do	Charlotte V. Bryant	Gen.	F.	S.	Yes.	1,928	22,057	9,705	6,972	627	2	1	840
Onawa	Public Library	Helen E. Allen	Gen.	F.	S.	Yes.	1,342	15,368	11,351	8,581	1,286	5	1	720
Osage	Public Library	Rena Gray	Gen.	F.	S.	No.	1,068	15,368	11,351	5,223	238	1	1	480
Oskaloosa	Free Public Library	Fleanor M. Fawcett	Gen.	F.	S.	Yes.	4,800	32,356	12,356	10,500	701	3	1	900
Ottumwa	Public Library	May B. Ditch	Gen.	F.	S.	Yes.	7,420	83,896	29,592	30,129	1,866	5	1	400
Pella	Carnegie-Yensen Li-	Cornelia D. Geus	Gen.	F.	S.	Yes.	1,353	23,419	7,186	6,247	400	2	1	420
Perry	Free Public Library	Flora B. Bailey	Gen.	F.	S.	No.	1,490	7,808	3,124	5,104	163	1	1	540
Shenandoah	Carnegie Public Li-	M. Berdena Jay	Gen.	F.	S.	Yes.	2,122	24,893	8,413	6,574	1,285	2	1	600
Sloux City	Public Library	Jeannette M. Drake	Gen.	F.	S.	Yes.	13,748	131,646	56,385	36,406	1,475	9	2	1,800
Tipton	do	Flora Milligan	Gen.	F.	S.	Yes.	1,343	8,997	6,700	8,746	704	2	1	600
Vinton	Free Public Library	Elizabeth F. Wil-	Gen.	F.	S.	Yes.	2,310	2,303	7,951	408	1	1	600	
Washington	Jane A. Chilcote Li-	Eva G. Denny	Gen.	F.	S.	Yes.	1,036	15,325	4,597	10,288	517	2	1	540
Waterloo	Public Library	Fanny Duren	Gen.	F.	S.	Yes.	7,032	83,389	27,927	20,711	1,561	13	2	1,200
Webster City	Kendall Young Li-	E. D. Burgess	Gen.	F.	S.	Yes.	1,625	17,000	8,900	4,500	450	2	1	200
Winterset	Public Library	Mary Cassidy	Gen.	F.	S.	No.	1,683	15,240	19,284	8,519	250	3	1	400

\* Includes 3 branches.  
 \* Includes 2 divisions on equal basis.

\* Includes 3 subbranches.  
 \* Includes pamphlets.

\* Includes 1 branch.  
 \* Includes 5 branches.  
 \* Includes 8 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
KANSAS.																	
Abilene.....	Free Public Library.....	Lida Romig.....	1903	City.....	Gen.....	F.....	M.....	Yes.	2,009	18,349	8,246	36,255	5,192	312	3	1	\$720
Arkansas City.....	Public Library.....	Mrs. A. B. Ranney.....	1908	City.....	Gen.....	F.....	Yes.	Yes.	2,647	17,273	4,492	36,255	5,080	515	2	1	600
Atchison.....	do.....	Mrs. Leontine Soofield.....	1879	Soc.....	Gen.....	S, Fr.	S.....		276	7,637		2,350	9,795	280			
Burlington.....	Carnegie Free Library.....	Mrs. Della Hall.....	1884	Village.....	Gen.....	F.....	S.....	Yes.		12,058	6,000	14,284	5,300	150	1		540
Chanute.....	Public Library.....	Ada Allen.....	1901	City.....	Gen.....	F.....	S.....	Yes.	2,751	28,174	6,904		8,209	459	3	1	600
Concordia.....	Free Public Library.....	Anna M. Shafer.....	1896	City.....	Gen.....	F.....	M.....	No.	1,300	18,747	6,687	6,304	5,000	1	1	1	420
Emporia.....	Free Library.....	Mildred Berrier.....	1884	City.....	Gen.....	F.....	S.....	Yes.	3,000	36,500			10,700	1,500	2	1	840
Fort Scott.....	Public Library.....	Mary L. Barlow.....	1891	City.....	Gen.....	F.....	S.....			23,992	9,179		6,787	533	2		600
Hiawatha.....	Morrill Free Public Library.....	Hattie M. Zimmerman.....	1882	City.....	Gen.....	F.....	S.....	Yes.	800				14,000	100	1	1	480
Hutchinson.....	Public Library.....	Winnie Williams.....	1904	City.....	Gen.....	F.....	S.....	No.	6,000	26,832	7,688	31,904	7,237	837	3	1	720
Independence.....	do.....	Anna M. Gemmill.....	1907	City.....	Gen.....	F.....	S.....	No.	3,092	31,807	10,388	13,227	5,962	676	2	1	900
Junction City.....	George Smith Public Library.....	Carmette Heston.....	1908	City.....	Gen.....	F.....	S.....	Yes.	3,696	29,106	8,457	18,771	9,121	1,004	2	1	780
Kansas City.....	Public Library.....	Sara J. Greenman.....	1896	City.....	Gen.....	F.....	Yes.	Yes.	5,000	136,000	12,028		22,000	1,200	7	2	1,140
Lawrence.....	Free Public Library.....	Mrs. Nellie G. Beatty.....	1904	City.....	Gen.....	F.....	S.....	No.	4,465	48,804			11,528	780	3	1	720
Leavenworth.....	do.....	Irving R. Bundy.....	1896	City.....	Gen.....	F.....	S.....	Yes.	4,372	67,729	21,716		20,842	1,598	2	1	1,200
Do.....	U. S. Penitentiary.....	F. J. Leavitt.....	1895	Gov.....	Gen.....	F.....	No.	No.					8,292	119			
Manhattan.....	Carnegie Free Public Library.....	Mary C. Lee.....	1904	City.....	Gen.....	F.....	S.....	No.	5,000	26,528	8,413	20,324	6,934	710	2	1	600
National Military Home.....	Hancock Library.....	Helen Carson.....	1898	Gov.....	Gen.....	Fr.	No.	No.	662	15,188			10,215	319	3		300
Newton.....	Free Library.....	Lulu M. Knight.....	1885	City.....	Gen.....	F.....	S.....	No.		17,338	3,471	15,901	14,426	328	2	1	600
Ottawa.....	Carnegie Free Public Library.....	Alice C. Graham.....	1873	City.....	Gen.....	F.....	S.....	Yes.	2,700	27,208	8,057		8,000	421	2	1	600
Paola.....	Free Public Library.....	Katharine A. Hobson.....	1876	City.....	Gen.....	F.....	S.....	No.	1,200	17,701	7,000	18,980	10,700	502	2	1	540
Parsons.....	Public Library.....	Mrs. Belle Curry.....	1904	City.....	Gen.....	F.....	Yes.	No.	3,028	41,039	7,919		7,038	661	3	1	600

	do.	Emma F. Christ.	1874	Twp.	Gen.	F.	S.	Yes.	6,975	54,456	22,336	11,948	10,000	50	240
	do.	Mrs. J. Randolph	1902	City	Gen.	F.	S.	No.	12,551	557	2	1	900	1	900
	do.	Rev. J. Penner	1884	City	Gen.	F.	S.	No.	1,000	1,236	4	720	2,000	4	2,000
	do.	Mrs. Della E. Brown	1870	City	Gen.	F.	S.	Yes.	4,598	22,545	35,000	1,060	2,000	2	2,000
	do.	Caroline Medford	1870	City	Gen.	F.	S.	No.	5,260	19,278	25,366	3,000	1,000	1	1,000
	do.	J. T. Lovewell	1873	Soc.	Scl.	S. Fr.	No.	No.	150	.....	.....	.....	.....	.....	.....
	do.	Clara Francis	1875	State	Hist.	Fr.	No.	No.	.....	.....	.....	.....	80,000	1,500	8
	do.	Mrs. Adrian Greene	1898	State	Gen.	Fr.	S.	Yes.	30,000	7,500	.....	.....	34,000	3,000	2
	do.	James L. King	1892	State	Gen.	F.	S.	Yes.	.....	.....	.....	.....	120,000	5,000	9
	do.	Stella Johnson	1911	Village	Gen.	F.	S.	Yes.	650	1,000	.....	.....	5,000	150	1
	do.	Kathryn A. Cositt	1890	City	Gen.	F.	S.	Yes.	8,000	7,200	.....	.....	10,000	.....	2
	do.	Anna M. Spears	1901	City	Gen.	F.	S.	Yes.	.....	.....	.....	.....	15,944	1,299	4
	do.	Fannie C. Rawson	1910	State	Gen.	F.	S.	Yes.	.....	10,710	.....	.....	8,933	1,947	4
	do.	Frank Kavanaugh	1820	State	Gen.	F.	S.	No.	3,000	18,655	3,104	.....	111,020	5,020	3
	do.	Susan S. Tombs	1904	City	Gen.	F.	S.	No.	6,418	59,765	.....	.....	7,274	410	2
	do.	George Dillard	1798	City	Gen.	F.	S.	Yes.	41,879	761,561	324,072	.....	26,004	1,326	4
	do.	Geo. T. Seattle	1902	City	Gen.	F.	S.	Yes.	.....	.....	.....	.....	164,803	15,573	53
	do.	Dave Jackson	.....	Corp.	Hist.	F.	S.	No.	.....	.....	.....	.....	5,000	100	.....
	do.	Annie L. Goff	1907	Soc.	Med.	F.	No.	No.	.....	.....	.....	.....	7,200	200	.....
	do.	Susan A. Fleming	1839	Corp.	Law.	S. Fr.	.....	.....	.....	.....	.....	.....	13,000	1,211	2
	do.	Mary E. Richeson	1878	City	Gen.	F.	Yes.	Yes.	10,800	.....	.....	.....	8,000	241	1
	do.	Loretto Silva	1900	City	Gen.	F.	S.	Yes.	9,443	45,000	.....	.....	11,790	.....	4
	do.	Jessie Hopkins	1904	City	Gen.	F.	Yes.	No.	9,514	70,000	25,000	32,317	14,000	1,932	3
	do.	William Beer	1888	Soc.	Gen.	F.	Yes.	No.	.....	.....	.....	.....	59,414	1,036	4
	do.	Stephen A. Mascaro	1947	Corp.	Law.	.....	No.	No.	.....	.....	.....	.....	18,000	115	1
	do.	Howard D. King	1878	Soc.	Med.	S.	No.	No.	.....	.....	.....	.....	10,000	185	3
	do.	Henry M. Gill	1943	City	Gen.	F.	Yes.	Yes.	23,017	330,591	119,125	137,353	117,273	8,205	36
	do.	Alice M. Magee	1838	State	Law.	F.	No.	No.	.....	.....	.....	.....	50,000	500	3
Peabody	do.	Emma F. Christ.	1874	Twp.	Gen.	F.	S.	Yes.	6,975	54,456	22,336	11,948	10,000	50	240
Pittsburg	do.	Mrs. J. Randolph	1902	City	Gen.	F.	S.	No.	12,551	557	2	1	900	1	900
St. Paul	do.	Rev. J. Penner	1884	City	Gen.	F.	S.	No.	1,000	1,236	4	720	2,000	4	2,000
Salina	do.	Mrs. Della E. Brown	1870	City	Gen.	F.	S.	Yes.	4,598	22,545	35,000	1,060	2,000	2	2,000
Topoka	do.	Caroline Medford	1870	City	Gen.	F.	S.	No.	5,260	19,278	25,366	3,000	1,000	1	1,000
Do.	do.	J. T. Lovewell	1873	Soc.	Scl.	S. Fr.	No.	No.	150	.....	.....	.....	.....	.....	.....

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>MAINE.</b>																	
Alfred.....	Parsons Memorial Library	M. C. Emerson.....	1903	Village.	Gen...	F.	Yes.	Yes.	312	6,823	.....	.....	5,009	273	1	1	\$150
Andover.....	Public Library	Mabel E. French.....	1883	Soc...	Gen...	F.	Yes.	No.	.....	4,156	.....	.....	6,731	71	1	.....	75
Auburn.....	Andrews County Law Library.	A. R. Savage.....	1870	County	Law	.....	No.	No.	.....	.....	.....	.....	5,643	170	.....	.....	.....
Do.....	Public Library	Annie Prescott.....	1890	Soc...	Gen...	F.	S.	Yes.	5,000	51,317	12,507	54,705	17,843	1,030	3	1	500
Augusta.....	Lehighow Library and Reading Room.	Julia M. Clapp.....	1862	City	Gen...	F.	No.	No.	554	29,630	3,000	.....	11,000	349	2	1	500
Do.....	State Hospital.....	Henry W. Miller.....	1850	State.	Gen...	.....	Yes.	Yes.	1,000	10,000	.....	13,500	5,000	.....	.....	.....	1,500
Do.....	Public Library	Henry C. Prince.....	1839	State.	Law	F.	S.	Yes.	5,301	61,916	.....	.....	80,000	1,854	9	.....	1,500
Bangor.....	Public Library	Charles A. Flag.....	1883	City	Gen...	.....	S.	Yes.	.....	.....	40	.....	10,000	6,081	7	.....	2,500
Bar Harbor.....	Jesup Memorial Library	Inez M. Summelsby.....	1875	Soc...	Gen...	S. Fr.	S.	Yes.	100	.....	.....	.....	.....	376	2	1	700
Bath.....	Public Free Library	Margaret R. Foote.....	1889	Corp.	Gen...	F.	S.	Yes.	3,589	36,471	8,308	.....	19,275	518	3	1	500
Belfast.....	Free Library	Annie L. Barr.....	1883	City	Gen...	F.	S.	Yes.	2,060	26,811	2,967	.....	10,445	701	2	1	400
Bridgford.....	Public Library	Emma Hatch.....	1862	Soc...	Gen...	F.	Yes.	No.	4,000	38,702	.....	.....	14,391	674	2	1	600
Brunswick.....	Curtis Memorial Library	Mary G. Gilman.....	1883	Soc...	Gen...	F.	Yes.	Yes.	3,777	30,000	6,638	.....	14,025	1,467	2	1	408
Bucksport.....	Public Free Library	Alice B. Gardner.....	1887	Corp.	Gen...	S. Fr.	S.	Yes.	158	5,758	.....	.....	5,888	146	.....	.....	.....
Calais.....	Free Library and Reading Room.	Bessie T. Allen.....	1894	City	Gen...	F.	No.	No.	800	12,723	3,372	8,305	10,247	368	1	1	350
Camden.....	Public Library	Emma J. Hosmer.....	1896	Village.	Gen...	F.	No.	No.	3,000	14,000	8,005	.....	6,019	250	1	1	208
Castine.....	Wilbur Memorial Library	Katharine Davenport.	1801	Town.	Gen...	F.	.....	.....	378	2,747	.....	.....	3,000	100	1	.....	75
Cornwall.....	Stewart Free Library	J. H. Winchester.....	1898	Town.	Gen...	F.	S.	Yes.	.....	5,162	.....	.....	11,894	116	2	1	144
Dexter.....	Town Library	Lizzie S. Sprigall.....	1881	Town.	Gen...	F.	No.	Yes.	2,125	22,428	.....	.....	11,025	434	2	1	325
Dover.....	Thompson Free Library	Mary E. Averill.....	1897	Soc...	Gen...	F.	Yes.	Yes.	8,126	84,927	.....	.....	6,727	447	2	1	300
Eastport.....	Peavey Library	Virginia P. Kemp.....	1893	City	Gen...	F.	No.	Yes.	4,103	.....	.....	.....	10,863	230	3	1	300

Ellet.....	William Fogg Library	M. Louise Foye	1907	Corp...	Gen...	F.	S.	No.	957	6,363	1,459	530	6,524	348	1	1	468
Ellsworth.....	City Library	Mary A. Hodskins	1870	City	Gen...	F.	No.	Yes	400				6,406	280	3	1	182
Fairfield.....	Lawrence Library <sup>2</sup>	Mrs. L. M. Davis	1901	Soc...	Gen...	F.	S.	Yes	2,033	14,660	3,408		7,298	249	2	2	360
Farmington.....	Public Library	Mrs. Flora A. Brooks	1900	Soc...	Gen...	F.	S.	Yes		26,400			12,000	382	1	2	300
Gardner.....	do.	Mrs. B. C. Berry	1931	City	Gen...	F.	S.	No.		23,618	9,447		8,000	466	1	1	300
Gorham.....	Baxter Memorial Li- brary <sup>2</sup>	John A. Hinkley	1908	Town	Gen...	F.	S.	Yes	1,063	16,131			8,000	381	2	1	363
Hallowell.....	Hubbard Free Library	Annie F. Page	1942	Corp...	Gen...	F.	S.	Yes	1,500	11,000	7,100		11,000	245	2	1	350
Houlton.....	Cary Memorial Library	Anna Barnes	1904	Town	Gen...	F.	S.	Yes	1,800	28,571	4,829		10,000	798	3	1	468
Kennebunk.....	First Congregational Parish Library	Mrs. F. P. Hall	1902	Soc...	Gen...	F.	S.	Yes					5,100				468
Do.....	Free Library Associa- tion	Ella A. Clark	1881	Corp...	Gen...	F.	S.	Yes	1,000				7,000	320	2	1	312
Kittery.....	Rice Public Library <sup>2</sup>	Eleanor L. Lovell	1875	Corp...	Gen...	F.	No.	No.	600	8,000			7,000	300	2	1	360
Lewiston.....	Public Library	Evelyn L. Gilmore	1903	City	Gen...	F.	S.	Yes		55,193	11,290		24,287	1,987	4	1	850
National Soldiers Home	National Soldiers Home	J. E. Cochrane	1907	Gov	Gen...	F.	No.	No.		20,000			12,237	300	4	1	1,200
Norway.....	Public Library	Addie F. De Coster	1902	Town	Gen...	F.	S.	No.	1,950	19,776			7,500		1		260
Oldtown.....	do.	Alice M. Chapman	1891	City	Gen...	F.	No.	Yes	1,500	3,100	510		6,200	355	2	1	300
Orrs Island.....	Orrs Island Library	Ellen C. Mountfort	1906	Soc...	Gen...	S. Fr.	S.	Yes					5,100	150	2		300
Pittsfield.....	Public Library	Mrs. Evelyn A. Call	1904	Town	Gen...	F.	S.	Yes	1,022	17,872			5,605	524	1	1	324
Potterland.....	Barber's Circulating Library	Charles T. Barber	1896	Corp...	Gen...	S.	S.	No.	500				8,000	500	3		
Do.....	Greenleaf Law Library	T. C. Hooper	1896	Corp...	Law	S.	No.	No.					10,000	150	1		
Do.....	Maine Charitable Me- chanics' Association	Mrs. Elizabeth W. Chandler	1830	Soc...	Gen...	M.	No.	No.	310	14,685			18,823	410	2		
Do.....	Maine Historical So- ciety	Nathan Gould	1822	Soc...	Hist...	M. Fr.	No.	No.					\$ 40,000	\$ 1,024	2	1	800
Do.....	Public Library	Alice C. Furbish	1867	Corp...	Gen...	F.	S.	No.	9,500	83,946	17,203	66,827	67,918	2,941	11	1	1,200
Richmond.....	Library Association	Wm. H. Stuart	1908	Soc...	Gen...	F.	S.	Yes		2,389			6,242	86			
Rockland.....	Public Library	Nancy I. Burbank	1894	City	Gen...	F.	No.	No.		29,338	6,463		12,939	421	3	1	500
Saco.....	Dyer Library Associa- tion	John Haley	1790	Soc...	Gen...	F.	Yes	Yes	3,255	33,000			18,000	500	3	1	1,000
Skowhegan.....	Free Public Library	Mrs. Fanny J. Ca- bot	1867	City	Gen...	F.	S.	Yes	2,466	22,192			13,800	528	1		500
South Poland.....	Poland Spring Library	Frank C. Griffith	1895	Corp...	Gen...	Fr.	No.	No.	600	4,242			6,068	267			
Thomaston.....	Public Library	Lizzie S. Levensaler	1888	Town	Gen...	F.	No.	No.		11,444			6,848	165	2		200
Vinal Haven.....	do.	Laura B. Sanborn	1887	Town	Gen...	F.	No.	Yes	1,000	10,633	2,503		5,000	207	1		140
Waterville.....	do.	Mary H. Cuswell	1896	City	Gen...	F.	S.	Yes	1,320	5,032	15,900		8,500	867	2	1	600
Westbrook.....	Cumberland Mills Li- brary	Lucy S. Anderson	1879	Corp...	Gen...	F.	S.	Yes		12,359			6,250	250	1	1	500
Do.....	Westbrook Memorial Library	Lillian Quinby	1884	City	Gen...	F.	Yes	No.	6,000	39,500			14,000	573	2	1	520
Yarmouthville.....	Merrill Memorial Li- brary	Ellen S. Mitchell	1905	Town	Gen...	F.	S.	No.	1,857	10,000		8,000	7,800	400	1	1	420
MARYLAND.																	
Annapolis.....	State Library	Sallie W. Dorsey	1927	State	Law	F.	No.	No.					90,000	2,500	3		1,500
Baltimore (Jes. N. Charles St.)	Archbishop of Balti- more, Library of of.	Louis O'Donovan	1880	Corp...	Theo...		No.	No.					10,000				

\* Includes pamphlets.

\* Salary of chaplain.

\* Includes 1 branch.

\* Includes 2 branches.

\* Includes 4 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MARYLAND—con.																	
Baltimore.....	B. & O. Employees' Free Circulating Library	Mrs. E. P. Irving...	1885	Corp...	Gen...			No.	350	9,000			15,000	166	1		\$650
Do.....	City Library	Wilbur F. Coyle...	1874	City...	Hist...	F.	No.	No.					25,000	300	7		2,000
Do.....	Enoch Pratt Free Library	Bernard C. Steiner...	1883	Corp...	Gen...	F.	Yes.	Yes.	40,076	706,222			301,023	19,017	105	20	
Do.....	I. O. O. F. Library	B. F. Cooper...	1831	Corp...	Gen...		No.	No.					25,680	1,233	1		800
Do.....	Johns Hopkins Hospital	Minnie W. Blogg...	1890	Corp...	Med...		No.	No.					14,500	641	8		480
Do.....	Library Company of Baltimore Bar	Andrew H. Mettee...	1840	Corp...	Law		No.	No.					34,498	1,300	7		
Do.....	Maryland Diocesan Library	Frank M. Gibson...	1879	Corp...	Theo...	S. Fr.	Yes.	No.		264			33,000	230	1	1	900
Do.....	Maryland Historical Society	Robt. F. Hayes, Jr...	1844	Soc...	Hist...	S.	S.	No.					44,284		4	2	
Do.....	Maryland Penitentiary	Rev. Wm. D. Beall...	1812	State Corp...	Gen...		No.	No.	975	5,000		1,500	6,500	200			\$60
Do.....	Maryland Pythian Library	James M. Hendrix...	1878	Corp...	Gen...								11,975	75	2		
Do.....	Medical and Chirurgical Faculty of Maryland	Marcia C. Noyes...	1880	Corp...	Med...	S.	Yes.			1,064		2,963	21,000		3	2	1,000
Do.....	New Mercantile Library	Margaret F. Watkins...	1838	Soc...	Gen...	M.	M.	No.	1,500				80,000	2,000	2	2	900
Do.....	Peabody Institute	John Parker...	1857	Corp...	Gen...	F.	No.	Yes.				30,531	181,696	8,967	10	5	
Hagerstown.....	Washington County Free Library	Mary L. Titcomb...	1901	County	Gen...	F.	Yes.	Yes.	10,250	130,000	20,000		25,000	2,000	8	1	
Kansington.....	Noyes Library	Isabell Rand...	1893	Soc...	Gen...	S. Fr.	S.	No.	100				5,000	150	1		120
Raisterstown.....	Tillard Memorial Free Library	Lines E. Gore...	1873	Corp...	Gen...	F.	Yes.	Yes.	50	1,000	300		6,000				

	Public Library <sup>1</sup>	Memorial Library	Free Library	Free Public Library <sup>2</sup>	Public Library	Town Library	Memorial Hall Library	Robbins Library <sup>3</sup>	Stevens Public Library <sup>4</sup>	Ashfield Library	Public Library	do	do	Ayer Library	Sturgis Library	Free Public Library <sup>5</sup>	Clapp Memorial Library	Public Library	Cushman Library	Beverly Public Library	Bennett Library	Free Public Library <sup>6</sup>	Public Library	American Academy of Arts and Sciences	American Board of Commissioners for Foreign Missions	American Unitarian Association	Bar Association	Boston Athenaeum	Bostonian Society	Boston Library Society	Boston Medical Library	Boston Society of Civil Engineers	Boston Society of Natural History	Cartier's Circulating Library <sup>4</sup>	Congregational Library	General Theological Library
Abington	Eden M. Hunt.	1876	Town	Gen.	F.	No.	Yes.	2,624	16,876	6,986	324	4	290																							
Acton	Arthur F. Davis.	1880	Town	Gen.	F.	Yes.	Yes.	2,635	7,135	11,890	324	1	114																							
Adams	Lucas C. Richmond.	1863	Town	Gen.	F.	Yes.	Yes.	5,011	40,899	17,390	827	3	600																							
Agawam	Robt. Percival.	1861	Town	Gen.	F.	Yes.	Yes.	6,526	9,724	6,303	612	3	170																							
Amherst	Alfred C. Peabody.	1854	Town	Gen.	F.	Yes.	Yes.	2,178	26,015	6,986	344	3	200																							
Andover	Mary M. Robinson.	1872	Town	Gen.	F.	Yes.	Yes.	2,646	32,215	8,011	651	4	1,200																							
Arington	Edna A. Brown.	1871	Town	Gen.	F.	Yes.	Yes.	2,646	31,893	12,259	29,661	10	700																							
Ashtabula	Elizabeth M. Newton.	1855	Town	Gen.	F.	No.	No.	7,832	7,832	6,513	86	2	100																							
Ashland	Louisa M. Davis.	1866	Soc.	Gen.	F.	Yes.	Yes.	700	9,958	3,445	198	1	75																							
Attleboro	Mrs. Ellen M. Arnold.	1881	Village.	Gen.	F.	No.	Yes.	4,243	33,318	9,845	100	1	300																							
Barnstable	Mrs. May A. Cook.	1852	City	Gen.	F.	Yes.	Yes.	5,815	38,198	14,320	491	4	500																							
Barre	Eugenia M. Henry.	1865	City	Gen.	F.	Yes.	Yes.	300	10,511	11,000	252	2	900																							
Belmont	S. Adelbert C. N. Ye.	1871	Town	Gen.	F.	Yes.	Yes.	4,011	15,055	16,197	137	1	300																							
Beverly	Carrie E. Reed.	1857	Town	Gen.	F.	No.	Yes.	438	10,581	12,262	371	2	675																							
Beverly	Fannie A. Wood.	1876	Town	Gen.	F.	Yes.	Yes.	456	12,445	9,935	521	3	1,000																							
Belmont	Mrs. Cora E. Burnett.	1867	Corp.	Gen.	F.	Yes.	Yes.	2,644	27,828	14,732	598	4	2,800																							
Barnstable	Mary Sawyer.	1862	Corp.	Gen.	F.	Yes.	Yes.	9,740	2,808	8,863	311	2	200																							
Billerica	Nettie T. Davis.	1855	City	Gen.	F.	Yes.	Yes.	1,193	6,556	34,320	1,236	13	900																							
Billerica	Martha P. Smith.	1855	City	Gen.	F.	No.	No.	8,190	8,190	8,710	171	1	100																							
Blackstone	Emma M. Whitford.	1880	Soc.	Gen.	F.	No.	No.	4,626	8,190	8,710	109	3	100																							
Boston	Timothy E. Curran.	1839	Town	Gen.	F.	No.	No.	130	3,385	4,976	73	2	150																							
Boston	Miss F. C. Newton.	1859	Town	Gen.	F.	Yes.	Yes.	130	3,385	4,976	73	2	150																							
Boston	H. W. Tyler.	1780	Soc.	Soc.	F.	Yes.	No.	123	123	10,440	128	2	1,000																							
Do.	Wm. E. Strong.	1810	Corp.	Hist.	F.	Yes.	No.	123	123	10,440	128	2	1,000																							
Do.	Mrs. S. Everett Tinkham.	1827	Soc.	Hist.	Fr.	No.	No.	100	100	5,000	100	2	1,000																							
Do.	Albee M. P. Porter.	1865	Soc.	Law.	S.	No.	No.	875	38,465	12,270	449	2	720																							
Do.	Charles K. Bolton.	1807	Corp.	Gen.	S.	No.	No.	5,000	264,412	264,412	4,085	20	3																							
Do.	Chas. F. Read.	1881	Soc.	Hist.	F.	No.	No.	199	7,029	45,000	94	1	1,000																							
Do.	Luella M. Eaton.	1792	Corp.	Med.	S.	Yes.	Yes.	7,029	7,029	45,000	328	1	1,000																							
Do.	John W. Farlow.	1875	Corp.	Med.	F.	Yes.	Yes.	7,029	7,029	45,000	328	1	1,000																							
Do.	M. D.	1875	Corp.	Med.	F.	Yes.	Yes.	7,029	7,029	45,000	328	1	1,000																							
Do.	S. Everett Tinkham.	1848	Soc.	Soc.	S.	No.	No.	204	204	7,264	404	2	1,000																							
Do.	Glover M. Allen.	1830	Soc.	Hist.	S. Fr.	No.	No.	677	677	38,401	482	2	1,000																							
Do.	Harriett M. Baker.	1876	Corp.	Gen.	S.	No.	No.	6,500	6,500	6,500	2	2	1,000																							
Do.	Rev. Wm. H. Cobb,	1853	Soc.	Hist.	Fr.	No.	No.	8,000	8,000	8,000	1,044	4	1,500																							
Do.	D. D.	1860	Corp.	Theo.	Fr.	No.	No.	1,686	1,686	1,686	950	2	1,400																							
Do.	Mary M. Pillsbury.	1860	Corp.	Theo.	Fr.	No.	No.	1,686	1,686	1,686	950	2	1,400																							

**Includes 17 branches.**

**Salary of first assistant librarian.**

**3 Includes 3 branches,**

**\* Includes 1 branch.**

- Includes 2 branches;

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913.—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Volumes to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Boston	Grand Lodge A. F. and A. M. of Massachusetts.	T. W. Davis, R. Gr. Sec.	1850	Corp...	Hist...	Fr.							13,000	200			
Do.....	Howard Musical Association.	Ernest O. Hiler	1837	Soc....	Music.	Fr.	No.	No.					8,000	255	1		1,490
Do.....	Insurance Library Association.	Daniel N. Handy	1887	Corp...	Scl....	S. Fr.							6,000			3	2,200
Do.....	Massachusetts General Hospital (Treadwell Library).	Grace W. Myers	1847	Corp...	Med...	S.	No.	No.		318		1,474	8,339	630	2		850
Do.....	Massachusetts Historical Society.	Samuel A. Green	1791	Corp...	Hist...	F.	No.	No.					60,000	998			
Do.....	Massachusetts Horticultural Society.	Wm. P. Rich	1829	Soc....	Scl....	Fr.	No.	No.					20,000		3		1,700
Do.....	Museum of Fine Arts.	Forster Stearns	1879	Corp...	Art....	Fr.	No.	No.				6,568	14,664	404	5		1,000
Do.....	New England Historic Genealogical Society.	Wm. P. Greenlaw	1846	Soc....	Hist...	F. F.	No.	No.					38,313	836	4	2	
Do.....	New England Methodist Historical Society.	Geo. Whitaker, D. D.	1880	Soc....	Hist...	F.	Yes.	Yes.					8,300	238	1	1	150
Do.....	Public Library?	Honors G. Wadlin	1848	City...	Gen...	F.		Yes.	92,599	1,744,878			1,048,011	42,294	413	55	6,000
Do.....	Social Law Library.	Edward H. Reed	1863	Corp...	Law...	S.			400	17,500			50,000	2,567	5	1	
Do.....	State Library.	Chas. F. D. Belden	1826	State...	Law...	F.	Yes.						167,750	5,801	12	1	4,000
Do.....	Young Men's Christian Union.	Richard Ray, Jr.	1841	Soc....	Gen...	S. Fr.	No.	No.		14,319			16,600	418	2	4	
Bourne	Jonathan Bourne Public Library.	Mrs. E. F. Nickerson		Town..	Gen...	F.	Yes.	Yes.	1,200	7,556	3,800		6,200	406	5	1	208
Boyiston Center.	Boyiston Public Library.	Geo. L. Wright	1880	Town..	Gen...	F.	Yes.	Yes.	150	6,903			7,364	364	2	1	125



TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Essex.	T. O. H. P. Burnham Public Library.	Ethelyn B. Story.	1894	Town.	Gen.	F.	No.	Yes.	400	7,800	.....	1,040	5,000	240	1	.....	\$144
Everett.	Frederick E. Parlin Memorial Library.	Ellen L. Johnson.	1878	City.	Gen.	F.	No.	Yes.	11,083	83,008	27,503	.....	25,280	640	5	2	700
Do.	Shute Memorial Library.	Mildred R. Holt.	1899	City.	Gen.	F.	No.	No.	1,722	42,353	14,775	.....	9,135	872	3	1	450
Fairhaven.	Millwright Library.	Galen W. Hill.	1883	Corp.	Gen.	F.	Yes.	Yes.	2,622	51,709	12,418	.....	20,868	873	4	1	1,500
Fall River.	Public Library.	Geo. W. Rankin.	1861	City.	Gen.	F.	No.	Yes.	8,996	297,729	67,214	.....	87,489	2,171	24	6	2,000
Falmouth.	Free Public Library.	Pamella F. Robbins	1881	Village.	Gen.	F.	Yes.	Yes.	968	14,594	3,254	.....	9,301	475	1	1	650
Fitchburg.	Court House Library.	Chas. H. Blood.	.....	County.	Law.	F.	Yes.	No.	.....	200	300	.....	5,000	300	4	.....	.....
Do.	Public Library.	Geo. E. Nutting.	1859	City.	Gen.	F.	Yes.	Yes.	5,120	75,452	26,883	.....	55,519	1,243	4	1	1,400
Framingham.	Town Library.	Emma L. Clarke.	1855	Town.	Gen.	F.	Yes.	Yes.	6,300	42,193	.....	.....	35,000	306	5	1	1,000
Franklin.	Franklin Library.	Ella G. Campbell.	1785	Soc.	Gen.	F.	Yes.	Yes.	1,243	14,526	.....	.....	9,057	308	2	1	400
Gardner.	Levi Heywood Memorial Library.	Lillian Callahan.	1886	Soc.	Gen.	F.	Yes.	Yes.	1,191	35,905	5,607	.....	15,094	808	4	1	900
Georgetown.	Peabody Library.	Lois P. Noyes.	1899	Town.	Gen.	F.	Yes.	Yes.	11,280	.....	.....	.....	10,000	882	1	1	300
Gloucester.	Lycium and Sawyer Free Library.	Rachel S. Webber.	1854	Corp.	Gen.	F.	No.	No.	5,351	60,180	.....	.....	22,476	850	3	2	800
Grafton.	Public Library.	Lucy W. Biscoe.	1866	Town.	Gen.	F.	Yes.	Yes.	1,287	21,407	7,136	.....	12,721	442	2	1	500
Great Barrington.	Mason Library.	Emma W. Sheldon.	1881	Town.	Gen.	F.	S.	No.	.....	22,742	.....	.....	13,624	817	2	1	540
Greenfield.	Franklin County Law Library.	John C. Lee.	1885	County	Law.	.....	.....	No.	.....	200	.....	.....	20,000	200	.....	.....	.....
Do.	Library Association.	Elizabeth M. Noyes.	1855	Soc.	Gen.	S. Fr.	S.	No.	105	.....	.....	.....	15,000	.....	1	1	175
Do.	Public Library.	May Ashley.	1880	Village.	Gen.	F.	No.	Yes.	4,102	70,525	17,548	.....	27,117	2,117	4	1	800
Groton.	Public Library.	Emma F. Blood.	1864	Town.	Gen.	F.	Yes.	Yes.	1,228	14,476	3,100	2,749	13,242	207	1	1	500
Hadley.	Goodwin Memorial Library.	Geo. C. Marsh.	1856	Town.	Gen.	F.	No.	Yes.	.....	3,791	.....	.....	5,300	156	2	2	75
Hanover Center.	John Curtis Free Library.	Bessie M. Sprout.	1887	Village.	Gen.	F.	Yes.	.....	.....	.....	.....	.....	7,800	287	1	1	100
Harvard.	Public Library.	Helen L. Barnard.	1863	Corp.	Gen.	F.	.....	.....	.....	.....	.....	.....	0,148	352	2	.....	200



TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913.—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Mendon.....	Taft Public Library.....	Mrs. Lena W. George.....	1881	Town.....	Gen.....	F.....	No.....	Yes.....	375.....	6,003.....	2,000.....	.....	5,006.....	139.....	1.....	1.....	\$100.....
Merrimac.....	Public Library.....	Susanna I. Sayre.....	1876	Village.....	Gen.....	F.....	Yes.....	Yes.....	.....	6,680.....	.....	.....	7,000.....	86.....	.....	.....	200.....
Methuen.....	Nevins Memorial Library.....	Harriet L. Crosby.....	1887	Corp.....	Gen.....	F.....	Yes.....	Yes.....	2,000.....	30,512.....	12,154.....	.....	20,228.....	444.....	3.....	1.....	600.....
Middleboro.....	Public Library.....	Mary M. Eddy.....	1874	Town.....	Gen.....	F.....	No.....	Yes.....	.....	51,614.....	15,137.....	.....	21,882.....	982.....	6.....	1.....	550.....
Middleton.....	Flint Public Library.....	Lillian P. Fletcher.....	1879	Corp.....	Gen.....	F.....	Yes.....	Yes.....	.....	9,514.....	.....	1,881.....	7,141.....	178.....	1.....	1.....	150.....
Milford.....	Town Library.....	Nathaniel F. Blake.....	1858	Town.....	Gen.....	F.....	Yes.....	Yes.....	1,900.....	39,986.....	13,880.....	6,457.....	18,773.....	606.....	2.....	.....	360.....
Milbury.....	Public Library.....	Carolyn C. Waters.....	1864	Town.....	Gen.....	F.....	No.....	No.....	1,750.....	24,016.....	5,166.....	.....	9,485.....	195.....	2.....	.....	325.....
Do.....	Sutton Free Library.....	Sarah M. Mills.....	1875	Town.....	Gen.....	F.....	.....	.....	.....	.....	.....	.....	5,000.....	110.....	6.....	.....	50.....
Milton.....	Public Library.....	Gertrude E. Forrest.....	1870	Town.....	Gen.....	F.....	Yes.....	Yes.....	3,249.....	65,005.....	22,743.....	.....	25,409.....	1,139.....	8.....	4.....	1,500.....
Monson.....	Free Library.....	Nellie F. Squier.....	1880	Corp.....	Gen.....	F.....	Yes.....	Yes.....	760.....	16,311.....	.....	.....	13,040.....	432.....	1.....	.....	500.....
Montague.....	Town Library.....	Kate A. Armstrong.....	1889	Town.....	Gen.....	F.....	Yes.....	Yes.....	414.....	8,346.....	.....	7,064.....	7,265.....	145.....	1.....	.....	225.....
Nahant.....	Public Library.....	May W. Perkins.....	1819	Town.....	Gen.....	F.....	No.....	Yes.....	1,160.....	15,156.....	3,226.....	.....	17,852.....	668.....	1.....	.....	420.....
Nantucket.....	Nantucket Athenaeum.....	Clara Parker.....	1834	Corp.....	Gen.....	F.....	Yes.....	Yes.....	2,100.....	26,904.....	.....	.....	20,183.....	560.....	3.....	1.....	1,000.....
Natick.....	Bacon Free Library.....	Mrs. Adelaide Williams.....	1880	Corp.....	Gen.....	F.....	.....	.....	.....	7,226.....	.....	.....	8,000.....	.....	1.....	.....	200.....
Do.....	Morse Institute.....	Mrs. R. Partridge.....	1857	Town.....	Gen.....	F.....	Yes.....	Yes.....	3,846.....	53,655.....	11,191.....	.....	28,541.....	718.....	6.....	1.....	700.....
Needham.....	Free Public Library.....	Esther C. Johnson.....	1888	Town.....	Gen.....	F.....	Yes.....	Yes.....	2,634.....	31,385.....	.....	.....	15,000.....	628.....	5.....	2.....	480.....
New Bedford.....	Free Public Library.....	George H. Tripp.....	1852	City.....	Gen.....	F.....	Yes.....	Yes.....	23,000.....	344,150.....	47,770.....	.....	152,000.....	10,904.....	26.....	7.....	4,000.....
Newburyport.....	Public Library.....	John D. Parsons.....	1854	City.....	Gen.....	F.....	No.....	Yes.....	3,607.....	53,377.....	.....	.....	45,407.....	1,079.....	6.....	1.....	1,000.....
Newton.....	Free Library.....	Elizabeth P. Thurston.....	1860	City.....	Gen.....	F.....	No.....	Yes.....	9,559.....	284,188.....	.....	.....	83,249.....	3,441.....	21.....	10.....	1,500.....
North Abington.....	Town Library.....	Gertrude M. Gleason.....	1879	Town.....	Gen.....	F.....	Yes.....	Yes.....	2,612.....	21,480.....	.....	.....	8,364.....	268.....	2.....	.....	300.....
Northampton.....	Fortes Library.....	Joseph L. Harrison.....	1881	Corp.....	Gen.....	F.....	Yes.....	Yes.....	6,156.....	76,748.....	16,007.....	.....	119,763.....	8,769.....	10.....	2.....	2,300.....
Do.....	Hampshire County Law Library.....	John W. Mason.....	.....	Corp.....	Law.....	F.....	No.....	No.....	.....	.....	.....	.....	8,000.....	.....	.....	.....	.....
Do.....	Public Library.....	Sarah D. Kellogg.....	1839	City.....	Gen.....	F.....	No.....	No.....	6,997.....	51,807.....	10,418.....	.....	47,069.....	749.....	6.....	1.....	672.....
North Andover.....	Stevens Memorial Library.....	Elizabeth M. Pond.....	1875	Town.....	Gen.....	F.....	Yes.....	Yes.....	2,000.....	20,543.....	6,000.....	.....	12,704.....	346.....	.....	.....	700.....

North Attleboro.	Richards Memorial Library.	Ada M. Perry.	Town.	Gen.	F.	Yes.	Yes.	5,150	44,438	12,000	822	3	1	600
Northboro.	Free Library.	M. Evelyn Potter.	1868	Town.	F.	Yes.	No.	300		14,201	391	1	1	300
North Brookfield.	Appleton Library.	Alfred W. Budd.	1869	Corp.	F.	No.	No.			5,700	110			
Do.	Free Public Library.	Nellie L. Smith.	1872	Village.	F.	Yes.	Yes.	1,320	16,466	8,511	148	2	1	300
North Chelmsford.	Public Library.	Annie C. Mackay.	1873	Corp.	F.	Yes.	Yes.	1,807	11,654	8,809	210	2	1	300
North Foston.	Ames Free Library.	Mary L. Landrey.	1882	Corp.	F.	Yes.	No.	2,305	19,653	12,067	356	2	1	1,200
Northfield.	Dickinson Memorial Library.	Mrs. C. A. Randall.	1886	Corp.	F.	Yes.	Yes.	832	1,304	7,466	120	1	1	150
North Plymouth.	Loring Reading Room.	Maudie B. Colcord.	1896	Corp.	F.	No.	No.	4,026	17,338	8,000		3	2	
North Reading.	Flint Library.	Eddie W. Gowing.	1872	Corp.	F.	No.	No.			5,549	97			75
Norton.	Public Library.	Emily A. Tins.	1868	Corp.	F.	Yes.	Yes.	3,010	14,541	7,666	181	2	1	100
Norwell.	James Library.	Marion G. Merritt.	1873	Corp.	F.	Yes.	Yes.			5,000	40			100
Norwood.	Morrill Memorial Library.	Janie A. Hewitt.	1872	Town.	F.	Yes.	Yes.	3,610	43,898	19,359	608	3	1	900
Orange.	Public Library.	N. Gertrude Henderson.	1865	Town.	F.	Yes.	Yes.	2,370	44,341	11,984	1,105	4	1	450
Orleans.	Snow Library.	Mary S. Cummings.	1877	Town.	F.	Yes.	Yes.	675	15,066	8,500	225	1	1	125
Oxford.	Free Public Library.	Mrs. Clara A. Fuller.	1870	Town.	F.	Yes.	Yes.	1,800	6,000	10,360	254	2	1	150
Palmer.	Young Men's Library Association.	Clifton H. Hobson.	1878	Soc.	F.	Yes.	Yes.	1,383	26,007	9,679	668	3	1	420
Peabody.	Peabody Institute.	Lynman P. Osborn.	1862	Town.	F.	Yes.	Yes.	5,580	34,162	45,394	792	6	1	1,200
Pepperell.	Lawrence Memorial Library.	Eden M. Wiley.	1901	Town.	F.	Yes.	No.	200		15,000		2	1	300
Petersham.	Memorial Library.	Fannie G. Prince.	1879	Village.	F.	Yes.	Yes.			10,500	200			52
Phillipston.	Phillips Free Public Library.	Mrs. Flora V. Danforth.	1862	Village.	F.	Yes.	Yes.			6,437	86	1		
Pittsfield.	Berkshire County Law Library.	Harlan H. Ballard.	1876	Corp.	F.	Yes.	Yes.	32,867	109,014	61,679	2,011	10	1	2,400
Do.	Walter C. Kellog.	1842	County	Law	F.	Yes.	Yes.			12,671	318	1		624
Plymouth.	Plymouth County Law Library.	Edward E. Hobart.		County	Fr.	No.	No.			6,285	106	1		300
Do.	Public Library.	Nellie Thomas.	1866	Corp.	F.	No.	No.			27,459	372	3	1	468
Princeton.	Public Library.	Susan A. Davis.	1864	Village.	F.	Yes.	Yes.	5,556		17,775	200	1		115
Provincetown.	Public Library.	Abbie C. Putnam.	1874	Village.	F.	Yes.	Yes.	16,123		17,536	200	2	1	300
Randolph.	Garner Library.	Chas. C. Farnham.	1869	Town.	F.	No.	No.	1,800	28,235	23,587	628	4	1	300
Reading.	Public Library.	Bertha L. Brown.	1869	Village.	F.	Yes.	Yes.	4,243		9,362	833	4	1	300
Revere.	Public Library.	Harriet W. Fenn.	1860	Town.	F.	Yes.	Yes.	4,600	39,243	12,872	590	2	1	600
Rockland.	Memorial Library.	Angela W. Collins.	1878	Town.	F.	Yes.	Yes.	7,364	32,103	15,022	380	2	1	600
Rockport.	Public Library.	Mabel L. Woodhall.	1871	Town.	F.	No.	No.			27,000	134	2	1	250
Salmon.	Athenaeum Library.	Alice H. Stone.	1810	Soc.	F.	No.	No.			27,000	438	2	1	660
Do.	Public Library.	Alice G. Waters.	1843	Corp.	Fr.	No.	No.	1,500		11,974	2,623	3	1	600
Do.	Public Library.	Gardner M. Jones.	1869	City.	F.	Yes.	Yes.	92,187		57,611	3,846	22	1	2,000
Sandwich.	Weston Memorial Library.	Annie A. Rogers.	1891	Village.	F.	Yes.	Yes.	797	650	5,125	428	1		400
Saugus.	Free Public Library.	Emma E. Newhall.	1887	Town.	F.	Yes.	Yes.	1,500	23,000	12,000	460	2		350

1 Includes 6 branches.

2 Includes 2 branches.  
3 Salary of first assistant librarian.4 Includes 1 branch.  
5 Includes 9 branches.6 Includes 4 branches.  
7 Includes 3 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Sharon.....	Public Library	Isadora B. Paine	1879	Village.	Gen.	F.	Yes.	Yes.	800	14,866	2,375	.....	6,900	264	2	1	\$200
Shelburne Falls.....	Arms Public Library	Charles P. Hall	1854	Village.	Gen.	F.	No.	Yes.	1,130	16,590	3,400	.....	11,840	260	2	.....	200
Sherborn.....	Town Library	M. Nellie Clark	1860	Town.	Gen.	F.	No.	Yes.	238	8,398	.....	.....	7,705	190	2	.....	80
Shirley.....	Public Library	Grace M. Kilburn	1886	Town.	Gen.	F.	Yes.	Yes.	811	13,294	.....	.....	5,447	249	1	.....	100
Shrewsbury.....	Free Public Library	Mabel E. Kull	1872	Town.	Gen.	F.	Yes.	Yes.	875	44,476	102,000	4,040	9,395	27	2	.....	200
South Scituate.....	Public Library	Drew B. Hull	1872	City.	Gen.	F.	Yes.	Yes.	21,000	27,008	.....	.....	107,702	9,775	2	41	1,000
South Scituate.....	Free Public Library	Frances F. Buck	1852	Town.	Gen.	F.	No.	Yes.	288	27,681	.....	.....	10,000	545	2	.....	200
South Scituate.....	Public Library	Linnetta F. Hatch	1874	Town.	Gen.	F.	No.	Yes.	1,850	38,971	10,806	.....	17,046	504	2	.....	200
South Scituate.....	Public Library	Ella F. Marsh	1870	Village.	Gen.	F.	No.	Yes.	5,200	38,971	10,806	.....	22,532	554	2	.....	850
South Scituate.....	Southworth Library	Theodora P. Chase	1880	Village.	Gen.	F.	No.	Yes.	250	5,180	1,387	1,242	7,496	308	1	.....	150
South Scituate.....	Garfield Memorial Library	Rebecca F. Smith	1904	Town.	Gen.	F.	Yes.	Yes.	508	10,984	.....	.....	6,800	257	1	.....	150
South Sudbury.....	Goodnow Free Public Library	Mrs. Warren Hunt	1862	Town.	Gen.	F.	No.	Yes.	651	6,048	2,000	350	10,102	.....	4	1	175
South Weymouth.....	Public Library	Ruth N. Tower	1898	Corp.	Gen.	F.	No.	Yes.	2,120	19,103	3,776	12,666	6,938	232	1	1	500
Spencer.....	Public Library	Alice W. Curtis	1859	Town.	Gen.	F.	Yes.	Yes.	.....	16,842	.....	.....	12,883	271	1	1	500
Springfield.....	City Library Association	Hiller C. Wellman	1867	Corp.	Gen.	F.	S.	Yes.	36,273	497,784	140,765	.....	103,899	12,805	39	7	.....
Springfield.....	Hamden County Law Library	Claribel H. Smith	1812	County	Law	F.	Yes.	No.	.....	.....	.....	.....	14,000	387	2	.....	1,000
Springfield (Longmeadow).....	Richard Salter Storrs Library	Mrs. Helen B. Emmons	1908	Corp.	Gen.	F.	Yes.	No.	350	10,899	2,231	.....	5,508	397	2	1	140
Stearling.....	Conant Free Public Library	Pearl L. Heywood	1885	Town.	Gen.	F.	Yes.	Yes.	200	.....	.....	.....	8,879	200	1	1	125
Stoughton.....	Library Association	Agnes J. Goodwin	1864	Soc.	Gen.	F.	.....	Yes.	640	12,043	.....	.....	10,000	324	3	1	420
Stoughton.....	Public Library	Julia L. Crocker	1859	Town.	Gen.	F.	Yes.	Yes.	1,218	26,883	6,719	.....	13,737	276	2	1	600
Stoughton.....	Public Library	Wales French	1874	Town.	Gen.	F.	No.	Yes.	.....	28,106	6,447	.....	13,095	420	2	1	460
Stoughton.....	Russell Memorial Library	Mrs. Susan M. Lawrence	1904	Corp.	Gen.	F.	No.	Yes.	160	.....	.....	.....	6,200	140	1	1	100

Sturbridge	Joshua Hyde Public Library	Susan L. Haynes	1806	Town	Gen	F.	No.	Yes.	559		8,486	209	1	170
Sunderland	Sunderland Library	Abbie T. Montague	1869	Town	Gen	F.	S.	Yes.	2,116	7,587	5,482	108	2	1
Swampscott	Free Public Library	Sarah L. Honors	1883	Village	Gen	F.	S.	Yes.	32,383	12,968	12,968	472	1	120
Swansea	do.	Otis O. Wright	1883	Town	Gen	F.	S.	Yes.	825	6,632	6,632	301	1	300
Taunton	Bristol County Law Library	Alice M. Wheeler	1888	County	Law	F.	Yes.	No.	342	864	14,626	439	2	450
Do.	Public Library	Joshua E. Crane	1866	City	Gen	F.	Yes.	No.	12,000	83,745	61,225	1,876	5	2,300
Templeton	Boylston Public Library	Grace E. Blodgett	1868	Town	Gen	F.	No.	Yes.	1,600	24,204	9,435	431	5	1
Tewksbury	Public Library	Abbie M. Bladell	1878	Town	Gen	F.	S.	Yes.	500	12,462	8,000	175	3	1
Topsfield	Town Library	Annie P. Gleason	1875	Town	Gen	F.	Yes.	No.	265	6,118	11,304	220	2	75
Topsfield	Public Library	Mrs. Evelyn L. Warren	1882	Town	Gen	F.	Yes.	Yes.	10,621	1,032	6,471	229	2	1
Tufts College	Universalist Historical Society	Lee S. McColister	1834	Soc	Hist.	S. Fr.	Yes.	No.	30		6,000	100		
Turners Falls	Carnegie Public Library	Louise S. Parten-hemer	1879	Town	Gen	F.	Yes.	Yes.	1,433	21,532	9,894	628	4	1
Tyngsboro	Littlefield Library	Jennie J. Bancroft	1878	Village	Gen	F.	S.	Yes.	200	6,253	1,358	137	1	125
Upton	Town Library	Mrs. Laura C. Sedler	1871	Town	Gen	F.	No.	Yes.	800	14,036	6,190	139	2	115
Uxbridge	Free Public Library	Beatrice P. Sprague	1875	Town	Gen	F.	No.	Yes.	1,300	17,222	12,224	286	2	500
Vineyard Haven	Public Library	Mabel T. Tilton	1895	Corp	Gen	F.	Yes.	Yes.	6,267	6,000	5,313	119	1	78
Wakfield	Beebe Town Library	H. Gertrude Lee	1856	Town	Gen	F.	No.	Yes.	3,637	54,399	18,222	705	8	650
Walpole	Public Library	Ida J. Phelps	1876	Town	Gen	F.	S.	Yes.	1,000	26,740	13,146	680	3	700
Ware	Public Library	Orlando C. Davis	1798	City	Gen	F.	Yes.	Yes.	8,000	110,217	38,578	2,120	9	1,500
Ware	Young Men's Library Association	Almeda B. Robbins	1873	Corp	Gen	F.	Yes.	Yes.	1,745	33,019	16,000	496	3	600
Warren	Public Library	Joseph G. Hastings	1879	Corp	Gen	F.	Yes.	Yes.	400	8,943	11,175	159	1	2
Warwick	Free Library	Clara A. Jones	1871	Town	Gen	F.	No.	Yes.	170	4,865	5,864	219	1	50
Watertown	Free Public Library	Solon F. Whitney	1853	Town	Gen	F.	Yes.	Yes.	53,216	17,037	42,037	1,686	4	1
Waverly	McLean Hospital Library	E. Kathleen Jones	1835	Corp	Gen	F.	No.	No.	8,703	8,703	12,661	496	1	550
Wayland	Free Public Library	Margaret E. Wheeler	1848	Town	Gen	F.	No.	Yes.	623	8,468	1,243	267	2	350
Webster	Free Public Library	Mrs. Phoebe P. Kingsbury	1889	Town	Gen	F.	S.	Yes.	650	29,376	11,447	342	1	572
Wellesley	Free Library	Elizabeth H. Camp	1881	Town	Gen	F.	No.	Yes.	37,641	6,872	18,467	452	4	2
Wenham	Public Library	Hon. H. Conant	1857	Town	Gen	F.	No.	Yes.	200	6,107	6,336	357	4	125
Westboro	Public Library	Flora B. Brigham	1807	Town	Gen	F.	Yes.	No.	2,613	40,940	16,983	481	4	600
West Boylston	Beaman Memorial Public Library	Annie M. Waite	1878	Town	Gen	F.	No.	Yes.	300	6,374	8,574	118	1	350
West Bridgewater	Public Library	Mrs. Hattie E. Cary	1879	Village	Gen	F.	No.	Yes.	180	9,820	3,501	8,022	169	2
West Brookfield	Merriam Public Library	Mary P. Foster	1880	Village	Gen	F.	No.	Yes.	800	15,600	9,948	348	1	325
Westfield	Westfield Athenaeum	Geo. L. Lewis	1864	Corp	Gen	F.	No.	Yes.	4,613	67,466	22,749	2,683	4	1
Westford	J. V. Fletcher Library	Mary P. Runce	1797	Town	Gen	F.	Yes.	Yes.	12,254	4,495	16,228	399	1	400
Westminster	Public Library	Sadie F. Greene	1853	Village	Gen	F.	Yes.	Yes.	721	9,393	7,972	258	2	100
West Newbury	do.	Caroline Carr	1895	Town	Gen	F.	Yes.	Yes.	254	7,770	5,616	200	3	150
Weston	Public Library	Maude M. Pennock	1857	Village	Gen	F.	Yes.	Yes.	17,194	4,434	21,141	647	3	600

\* Includes 6 branches.  
† Salary of assistant librarian.

\* Includes 2 branches.  
\* Includes 3 branches in schools.

\* Includes 1 branch.  
\* Includes 3 branches.  
\* Salary of first assistant librarian.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
West Springfield.	Public Library.	D. G. White.	1838	Village.	Gen.	F.	No.	Yes.	435	17,910	3,982		9,000	750	4	1	\$200
Weymouth.	Tufts Library.	Abbie L. Loud.	1879	Town.	Gen.	F.	Yes.	Yes.	2,532	62,532			27,000	953	3	1	400
Whitinsville.	Social Library.	Mary R. Clarke.	1844	Town.	Gen.	F.	Yes.	No.	2,446				9,008	67	2	1	440
Whitman.	Public Library.	Ellena S. Spilsted.	1879	Town.	Gen.	F.	No.	Yes.	2,897	33,691	12,639		13,441	596	2	1	450
Williamsburg.	Meekins Memorial Library.	Myra A. Hill.	1897	Corp.	Gen.	F.	Yes.	Yes.	400	7,888			9,000	100	1	1	260
Williamstown.	Public Library.	Lucy F. Curtis.	1874	Town.	Gen.	F.	Yes.	No.	725	6,601			7,000	100	3	2	300
Winchendon.	Beals Memorial Library.	Sylvia M. Manzer.	1829	Town.	Gen.	F.	Yes.	Yes.	1,200				10,862	230	3	1	300
Winchester.	Public Library.	Cora A. Quimby.	1829	Town.	Gen.	F.	Yes.	Yes.		48,140	11,740		23,000	725	4		680
Winthrop.	do	Ina M. Nelson.	1835	Town.	Gen.	F.	No.	Yes.	5,196	2,203			14,500	638	5	1	500
Woburn.	do	George H. Evans.	1854	Corp.	Gen.	F.	Yes.	Yes.	3,249	60,022	19,367		51,628	970	5	1	1,600
Worcester.	American Antiquarian Society.	Clarence S. Brigham.	1812	Corp.	Hist.	Fr.							140,000	3,000	4	1	2,200
Do.	Free Public Library.	Robert K. Shaw.	1859	City.	Gen.	F.	Yes.	Yes.	23,001	529,145	264,430		192,627	8,611	65		3,400
Do.	State Hospital Library.	T. S. Johnson.	1842	County.	Law.	F.	No.	No.	80	784			5,572	179			
Do.	Worcester County Law Library.						Yes.						30,622	1,085	4		
Do.	Worcester County Mechanics Association.	Mrs. Louise J. White.	1843	Soc.	Gen.	M.			200	6,996			14,841	138	2		500
Do.	Worcester District 166 Medical Library.	Merrick Lincoln.	1822	Soc.	Med.			No.		229			9,971	174	2		75
Do.	Worcester Society of Antiquity.	Ellery B. Crane.	1877	Soc.	Hist.	Fr.	No.	No.					27,000	490	2		600
Wrentham.	Fiske Public Library.	Mary A. Smith.	1892	Town.	Gen.	F.	Yes.	Yes.		10,000			6,100	200	2	1	150
Yarmouthport.	Yarmouth Library Association.	Mrs. Lydia E. Matthews.	1866	Corp.	Gen.	F.	Yes.	Yes.	325	3,350			8,468	215	1		225

MICHIGAN.									
Adrian.	Public Library.	Margaret F. Jewell.	1869	City.	Gen.	F.	S.	Yes.	8,836
Albion.	Ladies' Public Library	Elizabeth L. Farnham.	1872	City.	Gen.	F.	S.	Yes.	2,069
Allegan.	Public Library.	Lenora E. Porter.	1904	City.	Gen.	F.	Yes.	4,845	60,384
Alpena.	do.	Emily E. Oliver.	1876	City.	Gen.	F.	Yes.	4,637	18,921
Ann Arbor.	Ladies' Library.	Carrie L. Watts.	1868	Soc.	Hist.	S. F.	M.	No.	107
Do.	McMillan Hall.			Soc.	Gen.	F.	No.	Yes.	7,639
Do.	Public Library 1.	Nellie S. Loving.	1856	City.	Gen.	F.	No.	Yes.	48,944
Battle Creek.	Battle Creek Sanitarium.	Geo. C. Tenney.	1875	Corp.	Gen.	F.	No.	Yes.	2,766
Bay City.	Public Library 1.	Mrs. A. F. MacDonell.	1877	City.	Gen.	F.	Yes.	Yes.	5,117
Do.	Sage Public Library.	Mollie M. Gilbert.	1892	City.	Gen.	F.	No.	Yes.	2,648
Benton Harbor.	Public Library.	Mrs. Emma H. Cole.	1900	City.	Gen.	F.	S.	Yes.	2,800
Big Rapids.	Phelps Free Library.	Elsie M. Robinson.	1903	City.	Gen.	F.	No.	No.	2,025
Cadillac.	Public Library.	W. F. Sanborn.	1906	City.	Gen.	F.	S.	No.	4,442
Calumet.	Calumet and Hecla Mining Company.	Mrs. E. S. Griesman.	1868	Corp.	Gen.	F.	Yes.	Yes.	9,305
Charlotte.	Free Public Library.	Mrs. Geo. Sherwood.	1894	City.	Gen.	F.	No.	Yes.	1,088
Cheboygan.	do.	Mabel E. Roberts.	1894	City.	Gen.	F.	S.	Yes.	2,483
Coldwater.	do.	Florence M. Holmes.	1891	City.	Gen.	F.	S.	Yes.	38,336
Detroit.	Public Library 1.	Adam Strohm.	1865	City.	Gen.	F.	S.	Yes.	73,028
Powagiac.	do.	Grace Re Shore.	1904	City.	Gen.	F.	S.	Yes.	2,850
Escanaba.	Carnegie Public Library.	Lura E. Brubaker.	1903	City.	Gen.	F.	Yes.	Yes.	3,661
Fenton.	A. J. Phillips Public Library.	Ella M. Williams.	1905	City.	Gen.	F.	S.	No.	1,275
Flint.	Public Library.	Lena E. Caldwell.	1865	City.	Gen.	F.	No.	Yes.	10,921
Grand Rapids.	Grand Rapids Law Library.	Gaea V. Godwin.	1896	Corp.	Law.	F.	M.	No.	79
Do.	Public Library 4.	Samuel H. Ranck.	1871	City.	Gen.	F.	S.	Yes.	23,135
Hillsdale.	Mitchell Public Library.	Mary Pratt.	1908	City.	Gen.	F.	S.	Yes.	3,706
Holland.	Public Library.	Jennie R. Kanters.	1875	City.	Gen.	F.	S.	No.	2,142
Houghton.	do.	Constance Haugen.	1909	City.	Gen.	F.	Yes.	Yes.	8,831
Howell.	Carnegie Library.	Mrs. Myrtle H. Wilkinson.	1900	Twp.	Gen.	F.	S.	No.	1,342
Hudson.	Public Library.	Mamie E. Havens.	1905	City.	Gen.	F.	M.	Yes.	1,900
Iron Mountain.	Carnegie Public Library.	Mary F. Carpenter.	1898	City.	Gen.	F.	S.	Yes.	3,454
Ironwood.	Carnegie Free Library.	Esther Kroulund.	1901	City.	Gen.	F.	Yes.	No.	700
Ishteping.	Carnegie Public Library.	Mrs. Nellie E. Brayton.	1872	City.	Gen.	F.	No.	Yes.	10,408
Jackson.	Public Library 1.	John S. Cleavinger.	1863	City.	Gen.	F.	S.	Yes.	7,340
Kalamazoo.	Public Library 1.	Isabella C. Roberts.	1870	City.	Gen.	F.	S.	Yes.	113,271
Laansing.	Public Library 1.	Mrs. L. Jennie McNeal.	1861	City.	Gen.	F.	Yes.	Yes.	6,323
Do.	State Library.	Mary C. Spencer.	1838	State.	Gen.	F.	Yes.	Yes.	29,604

\* Includes 4 branches in schools.

\* Includes 11 branches.

\* Includes 7 branches.

\* Includes 2 branches.

\* Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian or assistant librarian.
MICHIGAN—con.																		
Lowell.....		Public Library.....	Ferne F. Loomis.....	.....	City.....	Gen.....	F.....	No.....	Yes.....	1,004	9,214	1,967	.....	8,396	201	2	1	\$200
Ludington.....		Carnegie Public Library.....	Kate S. Hutchins.....	1905	City.....	Gen.....	F.....	Yes.....	Yes.....	2,978	19,927	.....	18,643	8,396	446	1	1	600
Manistee.....		Public and School Library. <sup>1</sup>	Angie Messer.....	1905	City.....	Gen.....	F.....	S.....	No.....	3,153	53,031	29,384	85,824	17,001	1,894	4	1	1,020
Marquette.....		Peter White Public Library.....	Alma A. Olson.....	1891	City.....	Gen.....	F.....	Yes.....	Yes.....	.....	53,867	22,049	.....	22,201	1,193	4	1	1,200
Mendon.....		Township Free Public Library.....	Mrs. Grace L. Os- good.....	1899	Twp.....	Gen.....	F.....	Yes.....	Yes.....	951	11,051	.....	.....	6,289	233	1	1	200
Menominee.....		Spies Public Library.....	Lois A. Spencer.....	1872	City.....	Gen.....	F.....	Yes.....	Yes.....	2,598	32,287	12,923	.....	10,694	874	3	1	1,080
Monroe.....		City Library.....	Jennie S. Wallace.....	1866	City.....	Gen.....	F.....	S.....	Yes.....	1,341	14,508	7,000	3,508	8,081	319	1	.....	420
Mount Clemens.....		Public Library.....	Agnes L. Snover.....	1874	City.....	Gen.....	F.....	Yes.....	Yes.....	4,955	32,111	6,775	.....	10,423	922	2	1	720
Muskegon.....		Hackley Public Library.....	Lulu F. Miller.....	1890	City.....	Gen.....	F.....	Yes.....	Yes.....	5,074	88,876	30,313	37,124	51,411	1,917	8	2	1,320
Niles.....		Public Library.....	Orrill P. Coolidge.....	1904	City.....	Gen.....	F.....	Yes.....	Yes.....	2,348	20,426	4,983	.....	7,989	540	1	1	540
Painesdale.....		Sarah Sargent Paine Memorial Library. <sup>2</sup>	Ethel Kellow.....	1903	Corp.....	Gen.....	F.....	Yes.....	Yes.....	2,754	27,010	12,823	46,116	6,181	709	4	1	.....
Pontiac.....		Ladies' Library.....	Agnes P. Cudworth.....	1893	Soc.....	Gen.....	S.....	S.....	.....	35	692	.....	.....	5,700	180	1	.....	102
Port Huron.....		Ladies' Library Association.	M. Jean Ross.....	1896	Soc.....	Gen.....	S, Fr.....	S.....	.....	.....	.....	.....	.....	4,965	56	1	.....	50
Do.....		Public Library.....	Katharyne Steneau.....	1896	City.....	Gen.....	F.....	S.....	Yes.....	576	52,584	17,846	.....	19,015	946	4	1	900
Quincy.....		Free Public Library.....	Maud S. Barnes.....	1911	Village.....	Gen.....	F.....	Yes.....	No.....	.....	.....	.....	.....	6,000	560	2	1	104
Saginaw.....		East Side Public Library. <sup>3</sup>	Mary E. Dow.....	1892	City.....	Gen.....	F.....	No.....	Yes.....	3,317	65,607	22,576	.....	19,372	638	3	1	900
Do.....		Germania Institute Library.....	Franz M. Letzow.....	1898	Soc.....	Gen.....	Fr.....	No.....	Yes.....	135	.....	.....	200	7,500	95	1	.....	.....
Do.....		Hoyt Public Library.....	Harriet H. Ames.....	1891	Corp.....	Gen.....	Fr.....	No.....	No.....	.....	.....	.....	28,000	33,000	650	3	1	1,200
St. Joseph.....		Public Library.....	Ida L. Eckert.....	1903	City.....	Gen.....	F.....	Yes.....	No.....	1,017	16,478	.....	.....	6,377	223	1	1	400
Sault Ste. Marie.....		Carnegie Public Library.....	Adah Shelly.....	1905	City.....	Gen.....	F.....	Yes.....	Yes.....	3,035	39,805	10,784	31,187	9,243	866	4	1	840
Sturgis.....		Carnegie Free Public Library.....	Mrs. Alda Patterson.....	1871	City.....	Gen.....	F.....	S.....	Yes.....	.....	5,387	.....	.....	5,000	133	1	1	840

Township.	Public Library.	1883	City...	Gen...	F.	S.	Yes.	1,644	16,246	3,250	5,437	416	1	1	400
Teaumont.	Public Library.	1883	City...	Gen...	F.	S.	Yes.	1,644	16,246	3,250	5,437	416	1	1	400
Traverse River.	Free Public Library.	1887	City...	Gen...	F.	S.	Yes.	2,200	30,138	2,002	14,257	700	3	1	624
Traverse City.	Public Library.	1880	City...	Gen...	F.	S.	No.	2,170	40,253	14,320	12,528	608	4	2	420
Ypsilanti.	Ladies' Library.	1888	Soc.	Gen...	F.	S.	No.	...	26,320	...	9,635	515	2	...	400
MINNESOTA.															
Albert Lea.	Public Library.	...	City...	Gen...	F.	S.	Yes.	4,000	24,265	7,350	5,000	...	2	1	480
Alexandria.	do.	...	City...	Gen...	F.	S.	No.	1,000	13,327	4,501	7,876	250	1	1	420
Anoka.	Carnegie Public Library.	1893	City...	Gen...	F.	S.	No.	1,300	16,883	3,915	5,459	244	2	...	420
Austin.	do.	...	City...	Gen...	F.	S.	No.	2,400	18,878	7,256	7,355	444	2	1	600
Duluth.	Duluth Bar Library.	1889	Corp.	Gen...	F.	S.	No.	...	...	...	20,000	700	1	1	1,200
Do.	Public Library.	1889	City...	Gen...	F.	S.	Yes.	19,504	201,392	41,666	60,421	5,066	12	2	1,410
Faribault.	Public Library.	1887	City...	Gen...	F.	S.	Yes.	1,432	25,011	6,780	15,268	379	3	...	630
Hastings.	Public and School Library.	1888	City...	Gen...	F.	S.	Yes.	500	7,017	5,863	6,117	446	1	...	432
Hibbing.	Carnegie Library.	1908	Village.	Gen...	F.	S.	Yes.	2,530	41,463	17,003	6,468	1,280	2	1	1,020
Mankato.	Free Public Library.	1894	City...	Gen...	F.	S.	Yes.	2,442	44,265	15,342	16,133	1,020	3	1	1,000
Minneapolis.	Medical Society.	...	Soc.	Med.	F.	S.	Yes.	...	...	...	3,322	202	...	...	...
Do.	Public Library.	1890	City...	Gen...	F.	S.	Yes.	76,000	1,331,000	463,000	255,418	29,502	109	16	3,500
Montevideo.	Public Library.	1892	City...	Gen...	F.	S.	Yes.	948	9,890	4,000	6,882	403	1	...	360
Norris.	do.	1886	Village.	Gen...	F.	S.	Yes.	1,096	17,225	7,352	5,381	725	1	...	720
Norwood.	do.	1888	City...	Gen...	F.	S.	Yes.	2,094	...	...	5,198	243	1	...	480
Osawatomie.	Free Public Library.	1902	City...	Gen...	F.	S.	Yes.	6,207	41,434	10,017	15,060	348	3	1	720
Pipestone.	Public Library.	1900	Village.	Gen...	F.	S.	No.	1,100	11,864	9,000	3,000	401	1	1	560
Red Wing.	Carnegie-Lawyer Library.	1894	City...	Gen...	F.	S.	Yes.	2,544	39,858	13,252	8,669	933	2	2	720
Rochester.	Public Library.	1895	City...	Gen...	F.	S.	Yes.	2,671	36,908	11,421	12,298	536	2	1	720
St. Cloud.	do.	1892	City...	Gen...	F.	S.	Yes.	2,415	36,024	11,563	11,978	706	1	1	660
St. Paul.	Minnesota Free Traveling Library.	1900	State.	Gen...	F.	S.	Yes.	30,252	...	...	32,770	3,474	7	...	1,800
Do.	Minnesota Historical Society.	1949	Corp.	Hist.	Fr.	S.	No.	...	...	...	6,000	3,611	9	1	2,000
Do.	Public Library.	1882	City...	Gen...	F.	S.	Yes.	37,474	453,579	82,193	137,980	12,142	...	...	420
Do.	Ramsey County Medical Society.	1888	Soc.	Med.	Fr.	S.	No.	...	1,000	...	6,000	500	1	...	...
Do.	State Board of Health.	1873	State.	Med.	Fr.	S.	No.	...	...	...	6,000	300	...	...	...
Do.	State Library.	1881	State.	Law	F.	S.	No.	...	...	...	73,418	2,207	4	...	3,000
Sauk Center.	do.	1878	City...	Gen...	F.	S.	Yes.	16,143	6,383	...	9,917	1,224	1	...	500
Saultwater.	Public Library.	1869	City...	Gen...	F.	S.	Yes.	1,921	32,433	6,550	19,244	550	2	1	600
Do.	State Prison.	...	State.	Gen...	F.	S.	No.	...	...	...	6,254	...	...	...	...
Virginia.	Public Library.	1907	City...	Gen...	F.	S.	Yes.	4,000	46,906	21,974	10,000	1,968	5	1	1,320
Winona.	Free Public Library.	1857	City...	Gen...	F.	S.	Yes.	4,477	93,361	26,904	33,000	1,402	5	1	840

\* Includes pamphlets.

\* Includes 13 branches.

\* Includes 1 branch.

\* Includes 3 branches.

1 Includes 2 branches.

TABLE 35.—*Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.*

Location.	Name of library.	Name of librarian.	Date of founding.	(Controlled by—)	(Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSISSIPPI.	Greenville.....	Public Library.....	1913	Soc.....	Gen.....	M. Fr.	Yes.	No.	329				5,000	5,000	2	1	
	Jackson.....	State Library.....	1828	State.....	Law.....	F.	No.	No.					90,000		2	1	\$1,500
	Yazoo City.....	Public Library.....	1904	City.....	Gen.....	F.	No.	Yes.	500	36,000	12,000	10,000	25,000	800	3	1	723
MISSOURI.	Carthage.....	Public Library.....	1904	City.....	Gen.....	F.	Yes.	Yes.	3,168	36,682	10,503	9,718	8,121	811	3	4	750
	Columbia.....	State Historical Society.....	1908	Corp.....	Hist.....	F.	No.	No.	180			180	75,000	300	5		1,750
	Conception.....	Abbey Library.....	1884	Corp.....	Gen.....	F.	Yes.	No.	3,180	39,635	8,852	19,184	13,400	682	2	2	
	Hammond.....	Free Public Library.....	1889	City.....	Gen.....	F.	S.	Yes.	3,000	24,190	10,573	49,682	9,000	886	4		720
	Jefferson City.....	do.....	1901	City.....	Gen.....	F.	S.	Yes.	800				8,000	650			
	Do.....	Prison Library.....		State.....	Gen.....		No.	No.					52,000	1,500	2	1	1,500
	Do.....	State Library.....	1833	State.....	Gen.....	F.	No.	No.					24,343	2,702	4	1	1,000
	Joplin.....	Free Public Library.....	1902	City.....	Gen.....	F.	No.	Yes.	8,343	75,777	18,326		11,000	575	3		900
	Kansas City.....	Bar Library Association.....	1907	Soc.....	Law.....	S.	No.	No.					138,791	19,187	51	9	4,500
	Do.....	Public Library.....	1876	City.....	Gen.....	F.	S.	Yes.	32,321	392,814	164,971		6,355	335	2	1	640
	Maryville.....	Free Public Library.....	1904	City.....	Gen.....	F.	S.	No.	2,021	15,692	4,553	25,977	6,440	3	1	600	
	Moberly.....	do.....	1901	City.....	Gen.....	F.	S.	Yes.	1,800	43,270	12,340	15,240	5,876	614	3		
	St. Joseph.....	Public Library.....	1890	City.....	Gen.....	F.	S.	Yes.	15,641	279,721	111,425		66,436	6,469	21	4	
	Do.....	St. Joseph Bar Association.....	1893	Soc.....	Law.....	S. Fr.	No.	No.	48				5,066	200			
	St. Louis.....	Academy of Science.....	1856	Soc.....	Sci.....	S. Fr.	Yes.	No.	356				18,000		1	1	900
	Do.....	Catholic Free Library.....	1882	Corp.....	Gen.....	F.	S.	No.	2,093	19,954	4,980		6,900	114			
	Do.....	Law Library Association.....	1828	Corp.....	Law.....	S. Fr.	No.	Yes.					33,455	732	7		2,400
	Do.....	Missouri Botanical Garden.....	1889	Corp.....	Sci.....	F.	Yes.	No.		143			29,683	887	2	3	4,780
	Do.....	Missouri Historical Society.....	1860	Soc.....	Hist.....	S. Fr.	No.	No.					20,000	994	9	7	1,200

Do.	Public Library.	A. E. Betwick	1865	City.	Gen.	P.	No. No.	Yes. No.	93,307	1,807,327	675,631	374,997	30,657	192	41	7,000
Do.	St. Joseph's Church Residence.	Francis Morfeld	1850	Corp.	Gen.							6,500	15			
Do.	St. Louis Medical So- ciety.	Elia B. Lawrence.	1869	Soc.	Sci.	S. Fr.		No.				14,200	264	1	1	4,600
Do.	St. Louis Mercantile Library Association.	Wm. L. R. Gifford.	1846	Soc.	Gen.	S.			3,311	123,515		143,013	4,840	13	4	5,500
Do.	St. Louis Turn Verein.	Max A. Demmler	1855	Soc.	Gen.		No. No.	No.				6,000				
Do.	Socially Free Library	Daisy Munson	1860	Soc.	Gen.	F.	No. No.	No.	1,100	9,000	1,500	10,000	400			
Sedalia.	Public Library	Frances Fortice	1865	City.	Gen.	F.	Yes. Yes.	Yes.	4,412	61,370	15,748	16,814	1,053	4	1	1,200
Trenton.	Jewett Norris Free Public Library.	Mrs. Maude Crevelius	1860	City.	Gen.	F.	Yes. Yes.	Yes.	4,748	12,311	6,025	6,910	45	2	1	360
MONTANA.																
Anaconda.	Hearst Free Library.	Elizabeth L. Thom- son.	1865	City.	Gen.	F.	S.	No.	3,500	40,000	13,330	15,000	1,000	3		1,200
Billings.	Farmly Billings Me- morial Library.	Mabel Collins.	1901	City.	Gen.	F.	S.	Yes.	3,239	37,341		22,776	10,548	1,473	3	1,1,284
Bozeman.	Public Library.	Elizabeth McCord.	1865	City.	Gen.	F.	Yes.	Yes.	4,520	33,468		10,890	742	2	1	900
Butte.	Free Public Library.	Granville Stuart	1860	City.	Gen.	F.	Yes.	Yes.	10,137	152,208	50,700	55,230	3,250	9	2	2,000
Dear Lodge.	William K. Kohrs Me- morial Library.	Margery B. Catlin.	1903	City.	Gen.	F.	Yes.	No.	764			5,000	300	1	1	900
Dillon.	Public Library	Mary L. Innes	1860	Village.	Gen.	F.	Yes.	Yes.	790	15,038		7,000		2	1	180
Great Falls.	Public Library	Louise M. Fernald	1860	City.	Gen.	F.	Yes.	Yes.	5,340	75,263	39,674	13,946	1,821	5	1	1,080
Helena.	do.	Jessamine M. Haley	1868	State.	Gen.	F.	S.	Yes.	6,124	63,551	19,960	45,385	2,830	7	1	1,080
Do.	State Historical and Miscellaneous Li- brary.	William Y. Pember- ton.	1865	State.	Hist.	F.	No.	No.				15,000		8		2,100
Do.	State Law Library	A. K. Barbour	1881	State.	Law.	F.	No.	Yes.				25,000	1,000	1		2,500
Kalspell.	Carnegie Public Li- brary.	Elizabeth P. Ritchie	1897	City.	Gen.	F.	S.	Yes.	3,319	26,028		5,260	647	2	1	1,080
Livingston.	do.	Ruth V. Steadman	1903	City.	Gen.	F.	Yes.	No.	16,542	7,499		5,347		1	1	900
Miles City.	do.	Mrs. Laura Cook	1903	City.	Gen.	F.	Yes.	No.	1,000	14,477	5,000	5,000	538	2	1	1,020
Missoula.	Public Library	Grace M. Stoddard.	1893	City.	Gen.	F.	S.	Yes.	5,089	48,678	9,375	13,850	889	4	1	1,200
NEBRASKA.																
Beatrice.	Free Public Library.	Frances Morton	1893	City.	Gen.	F.	S.	No.	22,304	38,562	14,105	13,473	430	4	1	900
Columbus.	Public Library	Clara L. Howard	1897	City.	Gen.	F.	No.	No.	1,135	15,665	7,505	7,000	499	1		780
David City.	do.	Lillian M. Simkins	1891	Village.	Gen.	F.	Yes.	No.	613	7,600		5,391	276	1		40
Falls City.	Lydia Bruun Woods Library.	Mary Hutchings	1902	Soc.	Gen.	F.	S.	Yes.	1,000	30,937	13,244	6,900	368	1		600
Fremont.	Public Library	Elva Green	1900	City.	Gen.	F.	Yes.	No.	1,595			7,548	569	2	1	660
Grand Island.	do.	Daisy Hunk	1894	City.	Gen.	F.	S.	Yes.	1,544	22,257	6,304	6,500	199	1	1	600
Hastings.	Carnegie Library	Mrs. Ida E. Capps	1903	City.	Gen.	F.	S.	Yes.	3,960	32,213	9,248	5,933	344	2	1	630
Kearney.	Public Library	Mrs. Pauline Frank	1899	City.	Gen.	F.	Yes.	Yes.	3,800	49,000	19,600	10,000	575	2	1	720
Lincoln.	City Library	Lulu Horne	1877	City.	Gen.	F.	Yes.	Yes.	12,113	193,401	61,459	34,367	2,575	8	2	1,500
Do.	Library Commission	Charlotte Templeton	1901	State.	Gen.	F.	Yes.	Yes.	185,391			12,000	370	3	1	1,500
Do.	State Historical Society	C. S. Paine	1878	Soc.	Hist.	F.	Yes.	Yes.				50,000	1,800	2	1	1,800
Do.	State Library.	H. S. Lindsay	1897	State.	Law.	F.	Yes.	No.	750	75,000		75,000	2,000	4	1	1,500

**Includes 6 branches.**

Salary of first assistant librarian.

**Includes 2 branches.**

**Includes 5 branches.**

**Includes 1 branch.**

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TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEBRASKA—CON.																	
McCook	Carnegie Public Library.	Grace Willets.	1902	City	Gen.	F.	Yes.	Yes.	3,315	14,117	4,248	23,891	5,298	120	1	1	\$360
Nebraska City	Public Library.	Anne Stevenson.	1896	City	Gen.	F.	S.	Yes.	1,100	10,449	3,425	...	6,494	183	1	1	360
Omaha	do	Edith Tobitt.	1872	City	Gen.	F.	S.	Yes.	17,823	267,371	82,945	76,963	104,538	5,730	16	1	1,800
Plattsmouth	do	Olivia Jones.	1886	City	Gen.	F.	S.	Yes.	2,352	13,759	7,329	41,272	5,146	387	1	1	420
South Omaha	do	Mrs. Grace Pinnell.	1904	City	Gen.	F.	S.	No.	2,781	37,801	16,407	...	9,235	588	3	1	1,020
York	do	Lorena Wilson.	1896	City	Gen.	F.	S.	No.	2,969	16,262	2,063	11,734	5,921	397	3	1	420
NEVADA.																	
Carson City	State Library.	F. J. Pyne.	1893	State.	Gen.	F.	Yes.	No.	1,135	21,000	12,000	6,000	65,000	3,006	2	2	1,800
Reno.	Free Public Library.	J. H. Hamlin.	1903	City	Gen.	F.	No.	No.	2,600	20,000	6,160	...	10,525	1,541	3	1	1,800
NEW HAMPSHIRE.																	
Amherst.	Town Library.	Alice M. Wyman.	1879	Town.	Gen.	F.	S.	No.	223	5,276	...	...	5,237	130	1	1	50
Antrim.	James A. Tuttle Memorial Library.	Sarah M. Adams.	1908	Town.	Gen.	F.	...	...	928	11,000	...	500	5,000	150	2	1	120
Berlin.	Free Public Library.	Adria A. Hutchinson.	1893	City	Gen.	F.	Yes.	Yes.	3,700	24,709	8,577	...	7,890	310	2	1	432
Bristol.	Minor-Sleeper Library.	Mary A. Dodge.	1885	Village.	Gen.	F.	S.	Yes.	800	8,602	...	1,810	7,644	80	1	...	...
Charlestown.	Sibley Free Public Library.	Anna L. Webber.	1895	Town.	Gen.	F.	Yes.	No.	675	7,215	...	...	6,927	136	2	1	104
Claremont.	Fiske Free Library.	Abbie J. Field.	1873	Town.	Gen.	F.	Yes.	Yes.	800	30,108	7,954	13,500	9,000	450	2	1	400
Colebrook.	Public Library.	Sarah E. Reece.	1890	Town.	Gen.	F.	No.	Yes.	...	...	...	...	5,000	200	1	...	82
Concord.	New Hampshire Historical Society.	O. G. Hammond, sup't.	1823	Corp.	Hist.	S. Fr.	No.	No.	...	...	...	...	25,000	500	3	2	1,800
Do.	Public Library.	Grace Blanchard.	1855	City.	Gen.	F.	S.	Yes.	10,000	87,000	...	...	32,000	800	2	...	1,007
Do.	Stone Library.	Arthur H. Chase.	1820	State.	Gen.	F.	Yes.	Yes.	...	...	...	...	150,000	5,000	11	...	2,800
Dover.	Public Library.	Caroline H. Garland.	1893	City	Gen.	F.	S.	Yes.	...	70,244	11,768	24,110	40,735	1,106	0	1	...

Dublin.	do.	1884	Town.	Gen.	F.	Yes.	150	3,283	8,915	196	135
East Derry	Taylor Library	1877	Town.	Gen.	F.	Yes.	332	4,716	6,910	247	125
East Jaffrey	Jaffrey Public Library	1877	Town.	Gen.	F.	Yes.	13,645	23,877	6,480	358	1
Exeter	Public Library	1853	Village.	Gen.	F.	No.	29,877	5,006	17,281	440	2
Fitzwilliam	Town Library	1797	Village.	Gen.	F.	Yes.	150		7,700	463	1
Franklin	Public Library	1907	City	Gen.	F.	Yes.	3,000	9,249	9,064	550	2
Greenland	Weeks Public Library		Town.	Gen.	F.	Yes.	39,244	9,249	5,375	249	1
Hancock	Town Library	1860	Town.	Gen.	F.	No.	5,262	3,507	6,180	163	1
Hillsboro	Fuller Public Library	1879	Village.	Gen.	F.	Yes.	487	7,314	9,248	289	1
Hinsdale	Public Library	1875	Town.	Gen.	F.	Yes.	253	16,581	9,340	176	2
Henniker	Public Library	1903	Town.	Gen.	F.	No.	570	14,334	6,258	288	1
Hollis	Tucker Free Library	1799	Town.	Gen.	F.	No.	350	10,489	5,261	189	1
Hudson	Hills Memorial Library	1894	Town.	Gen.	F.	No.	970	5,034	5,000	178	1
Keene	Public Library	1859	City	Gen.	F.	No.	2,287	5,116	5,284	242	1
Kingston	Nichols Memorial Li- brary	1884	Town	Gen.	F.	No.	1,326	34,378	17,086	832	2
Laconia	Public Library	1878	City	Gen.	F.	Yes.	5,529	5,000	5,883	123	1
Lancaster	Public Library	1867	Town.	Gen.	F.	Yes.	1,150	46,193	20,087	1,180	5
Lebanon	do.	1889	Town.	Gen.	F.	Yes.	2,046	12,527	8,850	200	1
Lisbon	Public Library	1889	Town.	Gen.	F.	Yes.	2,046	20,578	7,369	364	1
Littleton	Public Library	1833	Town.	Gen.	F.	Yes.	250	10,789	5,044	178	2
Manchester	City Library	1834	City	Gen.	F.	Yes.	1,300	25,635	9,535	185	1
Marlboro	Frost Free Library	1866	Town.	Gen.	F.	No.	8,335	95,487	70,000	2,586	14
Meredith	Public Library	1882	Village.	Gen.	F.	Yes.	463	7,506	8,877	85	1
Milford	Free Library	1868	City	Gen.	F.	Yes.	175	13,654	5,600	277	2
Nashua	Public Library	1867	Town.	Gen.	F.	Yes.	2,000	32,490	11,465	1,198	4
New Hampton	Gordon-Nash Library	1867	Corp.	Gen.	F.	Yes.	4,600	81,942	32,310	475	2
New Ipswich	New Ipswich Library	1866	Corp.	Gen.	F.	Yes.	500	6,330	15,191	236	1
Newmarket	Public Library	1884	Town.	Gen.	F.	Yes.	400	6,337	6,080	166	1
Newport	Richards Free Library	1888	Corp.	Gen.	F.	S.	990		5,300	250	1
Peterboro	Town Library	1853	Town.	Gen.	F.	Yes.	1,000	17,443	9,302	302	1
Portsmouth	Portsmouth Athen- aeum	1817	Corp.	Gen.	F.	No.		8,559	16,012	266	1
Do.	Public Library	1881	City	Gen.	F.	Yes.	7,824	76,281	21,630	1,054	3
Rochester	Public Library	1887	City	Gen.	F.	S.	5,680	55,044	16,170	1,181	5
Tilton	Hall Memorial Library	1893	Soc.	Gen.	F.	Yes.		11,548	7,008	183	1
Wakefield	Public Library	1894	Corp.	Gen.	F.	Yes.	226	3,695	6,563	221	1
Walpole	Bridge Memorial Li- brary	1854	Town.	Gen.	F.	Yes.	462	12,758	9,800	133	2
Warner	Pillsbury Free Library	1891	Town.	Gen.	F.	Yes.	500		11,033	286	1
Whitefield	Public Library	1893	Town.	Gen.	F.	Yes.		12,817	7,500	275	1
Wilton	do.	1830	Corp.	Gen.	F.	Yes.		11,041	8,605	416	3
Wolboro	Brewster Free Library	1887	Corp.	Gen.	F.	Yes.	1,600		6,000		1
Do.	Wolboro Town Li- brary	1900	Town.	Gen.	F.	Yes.					1
Woodsville	Free Public Library	1894	Village.	Gen.	F.	S.	700	10,250	5,560	200	2

\* Salary of assistant librarian.

\* Includes 2 branches.

\* Includes 1 branch.  
\* Under control of town and Sanborn Seminary.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913.—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Full library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW JERSEY.																	
Asbury Park	Public Library	Josephine Porter	1900	City	Gen.	F.	S.	Yes.	2,438	46,894	46,231	12,000	12,000	902	2	1	\$600
Atlantic City	Free Public Library	Alvaretta P. Abbott	1902	City	Gen.	F.	Yes.	Yes.	12,115	157,857	46,231	25,347	25,347	2,061	10	2	1,500
Bayonne	Free Public Library	Mary J. Peters	1890	City	Gen.	F.	Yes.	Yes.	3,500	196,096	46,388	31,407	31,407	3,408	10	3	1,500
Belleville	Public Library	Elizabeth A. Shattuck	1902	Town	Gen.	F.	S.	No.	3,500	55,843	20,000	13,547	10,976	1,017	3	1	780
Barnardsville	do.	Nancy I. Thompson	1891	Soc.	Gen.	F.	Yes.	Yes.	1,063	15,911	5,612	24,537	5,540	618	2	1	780
Bloomfield	Jarvis Memorial Library	Metta R. Luley	1902	Corp.	Gen.	S. Fr.	S.	Yes.	653	47,197	6,926	24,537	16,161	1,202	2	1	780
Bridgeton	Bridgeton Library	Emma V. Wallen	1901	Soc.	Gen.	S. Fr.	S.	No.	300	18,000	25,000	7,483	6,000	300	1	1	312
Burlington	Lydia Weston	Lydia Weston	1787	City	Gen.	F.	No.	Yes.	1,738	18,000	25,000	19,000	19,000	400	2	2	1,200
Camden	Free Public Library	Wm. H. Kotler	1888	City	Gen.	S. Fr.	No.	No.	40,062	49,272	25,000	49,272	49,272	4,496	15	1	200
Do.	North Baptist Church Library		1886	Corp.	Gen.	S. Fr.	No.	No.	100	4,086	25,000	7,483	5,772	66	1	1	260
Cranford	Free Public Library	May D. Bradley	1885	Town	Gen.	F.	No.	Yes.	1,626	29,349	4,900	6,650	6,650	723	2	1	450
Dover	do.	Martin A. Burdett	1900	Town	Gen.	F.	Yes.	Yes.	1,568	28,000	4,900	5,000	5,000	300	2	1	760
East Orange	Free Public Library	Louise G. Hinsdale	1903	City	Gen.	F.	Yes.	Yes.	15,294	216,053	46,110	39,001	39,001	4,322	16	4	1,200
Elizabeth	Free Public Library	Charles A. George	1883	City	Gen.	F.	S.	No.	11,224	171,218	51,053	37,244	37,244	5,000	16	2	1,100
Englewood	do.	Irene A. Hackett	1892	City	Gen.	F.	No.	Yes.	2,500	29,004	8,312	12,000	13,586	578	3	1	1,100
Gladstone	Public Library of Peapack and Gladstone	J. H. Wood	1905	Corp.	Gen.	F.	Yes.	Yes.	1,126	1,400	700	12,000	13,586	100	1	1	720
Glen Ridge	Free Public Library	Margaret D. Brower	1892	Borough	Gen.	F.	No.	Yes.	1,326	27,773	8,127	2,966	6,706	744	2	1	720
Hackensack	Free Public Library	Mary Boggan	1901	Town	Gen.	F.	S.	Yes.	3,672	62,966	16,000	15,790	15,966	1,288	3	1	1,020
Haddonfield	Free Public Library	Anna L. Carley	1910	Borough	Gen.	F.	S.	Yes.	1,119	29,723	676	11,522	8,348	613	2	1	384
Harrison	East Newark Library	Thos. F. Hatfield	1900	Borough	Gen.	F.	S.	Yes.	10,000	10,240	676	11,522	8,040	247	1	1	300
Hoboken	Free Public Library	Thos. F. Hatfield	1889	City	Gen.	F.	Yes.	Yes.	216,008	86,523	86,523	63,001	67,280	7,868	14	2	2,000
Jersey City	Free Public Library	Ester E. Burdick	1880	City	Gen.	F.	Yes.	Yes.	79,611	796,083	796,083	83,001	141,969	9,399	44	11	2,000
Lambertville	Stricker Library Association	Clara S. Fumson	1881	Corp.	Gen.	F.	S.	Yes.	800	11,926	11,926	4,687	141,969	9,399	44	11	2,000
Long Branch	Circulating Library	Mary Clarkson	1878	Soc.	Gen.	S. Fr.	Yes.	No.	1,900	34,019	6,373	4,687	4,687	270	1	1	204
Madison	Public Library	Norma B. Bennett	1899	Soc.	Gen.	F.	Yes.	Yes.	1,900	34,019	6,373	4,687	4,687	270	1	1	204

Montclair.....	Free Public Library <sup>1</sup> .....	1893	Helen M. Herring.....	Gen.	F.	S.	Yes.	7,822	142,941	31,825	.....	33,000	2,597	9	21	1,080
Morris town.....	Morris town Library and Gymnasium.....	1878	Caroline O. Launsbury.....	Gen.	F.	Yes.	Yes.	4,310	28,008	.....	12,102	26,750	630	2	1	540
Mount Holly.....	Churching Library of the Burlington County Lyceum of History and Natural Science.....	1876	Anna H. Deacon.....	Gen.	S. Fr.	S.	.....	.....	3,465	.....	.....	9,738	.....	1	1	150
Newark.....	Essex County Law Library.....	1907	Silas H. Fitch.....	Law.	Fr.	No.	No.	.....	.....	.....	.....	8,000	400	1	.....	1,325
Do.....	Free Public Library <sup>1</sup> .....	1888	John C. Dana.....	Gen.	F.	S.	Yes.	52,200	1,073,054	58,681	.....	203,257	19,130	74	16	6,000
Do.....	Kearny Free Public Library.....	1907	M. Belle Kili Gour.....	Gen.	F.	S.	Yes.	4,370	57,032	10,459	26,267	9,740	1,145	3	1	960
Do.....	Kearny Soldiers Home Library.....	1882	J. R. Davenport.....	Gen.	M.	No.	No.	.....	.....	.....	.....	6,000	.....	.....	.....	.....
Do.....	Kearny Club Library.....	1882	Mrs. J. R. Carter.....	Law	M.	No.	No.	.....	.....	.....	.....	6,000	.....	.....	.....	.....
Do.....	New Jersey Historical Society.....	1845	Rev. J. F. Folsom.....	Hist.	Fr.	No.	No.	.....	.....	.....	4,000	28,000	1,200	1	1	.....
Do.....	Prudential Law Library.....	1892	John R. Carter.....	Law.	S. Fr.	No.	No.	.....	.....	.....	.....	11,000	.....	1	.....	.....
New Brunswick.....	Free Public Library.....	1883	Cornelia A. See.....	Gen.	F.	S.	Yes.	3,352	80,901	11,435	.....	31,900	1,140	4	1	900
Do.....	Dennis Public Library.....	1883	Frances E. M. Smith.....	Gen.	S. Fr.	S.	No.	.....	13,000	.....	.....	10,500	.....	1	.....	300
Do.....	Free Library.....	1883	Elizabeth H. Wesson.....	Gen.	F.	Yes.	Yes.	10,156	23,669	23,852	13,045	39,500	1,438	9	2	1,100
Do.....	Public Library <sup>1</sup> .....	1883	H. E. Baskin White.....	Gen.	F.	S.	Yes.	17,500	245,102	.....	200,577	39,219	3,959	9	4	1,440
Do.....	Free Public Library.....	1883	Geo. F. W. Winchester.....	Gen.	F.	S.	Yes.	21,500	44,928	97,261	.....	54,017	6,340	24	7	2,500
Do.....	Free Public Library.....	1883	Annie O. Silvers.....	Gen.	F.	Yes.	Yes.	2,168	11,283	20,271	12,038	9,515	1,725	1	1	1,100
Do.....	Public Library and Reading Room.....	1881	Florence M. Bowman.....	Gen.	F.	No.	No.	2,168	89,069	26,710	86,758	49,337	2,741	2	2	960
Do.....	Free Public Library <sup>1</sup> .....	1909	Agnes Miller.....	Borough	F.	Yes.	Yes.	2,000	21,821	7,000	.....	6,000	800	2	2	720
Do.....	Railway Library Association.....	1838	A. W. Lupton.....	Gen.	S. Fr.	No.	No.	275	.....	.....	.....	15,000	.....	3	2	400
Do.....	Red Bank Library Co.....	1880	Elizabeth Cooper.....	Gen.	S. Fr.	S.	No.	500	20,320	5,000	.....	5,350	487	2	1	418
Do.....	Free Public Library.....	1884	Dorothy E. Burrows.....	Borough	S. Fr.	No.	No.	1,562	37,949	6,142	6,408	6,325	748	2	1	480
Do.....	Salmon Library.....	1884	Cornelia Prior.....	Gen.	S. Fr.	S.	Yes.	100	2,568	190	.....	12,411	103	1	1	.....
Do.....	Free Public Library.....	1872	Elizabeth Carter.....	Borough	S.	No.	No.	904	.....	.....	.....	6,300	438	1	.....	460
Do.....	Free Public Circulating Library Association.....	1886	Julia Schneider.....	Gen.	F.	Yes.	No.	1,991	36,490	8,218	10,736	10,110	970	3	1	600
Do.....	Free Public Library.....	1874	Mabel R. Haines.....	Gen.	F.	S.	Yes.	2,443	32,706	8,299	.....	10,210	1,233	3	1	1,000
Do.....	Free Public Library.....	1900	H. L. Hughes.....	Gen.	F.	S.	Yes.	15,934	230,160	58,372	.....	56,589	6,104	16	2	1,800
Do.....	Public Library Commission.....	1899	H. C. Buchanan.....	Gen.	F.	Yes.	.....	.....	.....	.....	.....	22,000	4,985	.....	.....	.....
Do.....	State Library.....	1798	J. P. Dillard.....	Law	F.	No.	No.	.....	43,399	12,064	.....	87,477	74,036	4	3,000	.....
Do.....	Free Public Library.....	1901	Minnie C. Clark.....	Borough	Gen.	Yes.	No.	.....	.....	.....	.....	7,550	628	3	1	400
Do.....	Vineyard and Antiquarian Society.....	1894	F. D. Andrews.....	Soc.	M. Fr.	No.	No.	.....	.....	.....	.....	8,900	217	.....	.....	.....
Do.....	Free Public Library.....	1892	Helen M. Roche.....	Gen.	F.	No.	No.	13,068	44,013	.....	66,000	14,231	912	4	.....	720
Do.....	do.....	1875	Certrude T. Barr.....	Gen.	F.	No.	No.	2,200	30,040	7,500	.....	7,000	705	2	1	720
Do.....	Free Public Library <sup>1</sup> .....	1897	Paul M. Kneer.....	Town.	Gen.	Yes.	Yes.	3,468	68,020	19,313	19,250	10,689	2,836	5	1	1,200

\* Includes pamphlets.

\* Includes 7 branches.

\* Includes 3 branches.

\* Includes 1 branch.

\* Includes 5 branches.

\* Includes 4 branches.

\* Includes 2 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW MEXICO.																	
Albuquerque.	Public Library.	Nell M. Wetzer.	1900	City.	Gen.	F.	No.	Yes.		32,368	6,064		7,561	944			\$960
East Las Vegas.	Carnegie Public Library.	Rebecca Rowland.	1902	City.	Gen.	F.	Yes.					20,346	8,139	800	1		
NEW YORK.																	
Albany.	Free Library.	Anna M. Gardner.	1896	City.	Gen.	F.	No.	Yes.	10,307	48,247	16,524		14,358	660	3	3	400
Do.	State Library.	James I. Weyer.	1818	State.	Gen.	F.	Yes.	Yes.	2,140	51,017			181,201	86,305	105		5,000
Do.	State Traveling Libraries.	Grace L. Betteridge.	1892	State.	Gen.	F.	Yes.	Yes.					55,000	17,330			
Do.	Union Free Library.	Augusta B. Walsh.	1901	Soc.	Gen.	F.	No.	No.	5,110	30,061	4,645		10,000	205	2	2	660
Do.	Young Men's Association.																
Do.	Central Library.	F. Elizabeth Barker.	1853	Soc.	Gen.	F.	Yes.	No.	10,204	100,000	13,782		26,109	2,317	5	1	1,200
Do.	Prayn Library.	Mabel McKay.	1901	Soc.	Gen.	F.	Yes.	Yes.	8,242	86,565	12,697		13,201	1,783	4	1	1,009
Do.	Young Men's Christian Association Central Library.	Willard P. Lewis.	1887	Soc.	Gen.	F.	Yes.	No.	4,500	28,367	11,315		8,224	425	2	1	1,000
Albion.	Swan Library Association.	Lillian A. Achilles.	1899	Soc.	Gen.	F.	S.	Yes.	2,497	35,404	11,152		11,778	516	2	1	750
Amsterdam.	Free Library.	Jennie C. Moore.	1831	City.	Gen.	F.	S.	No.		66,922	16,604		12,965	1,184	4		700
Angelica.	do.	Mrs. M. G. Horner.	1863	Village.	Gen.	F.	Yes.	Yes.		4,958	1,206		7,038	192		1	
Attica.	Stevens Memorial Library.	Laura E. Leland.	1884	Corp.	Gen.	F.	Yes.	No.	550	5,986	1,983		9,016	175	2	1	
Auburn.	Stevens Library.	Elizabeth P. Clarke.	1876	Soc.	Gen.	F.	Yes.	Yes.		70,521	11,810		25,000	1,596	4	1	1,000
Bath.	Davenport Library.	Clara W. Bragg.	1809	Soc.	Gen.	F.	Yes.	Yes.	1,090	12,100	4,354		7,136	511	2	1	780
Do.	Soldiers and Sailors Home.	Frank W. Tryon.	1873	State.	Gen.	F.	Yes.	Yes.					10,000	260	2	1	150
Belmont.	Free Library.	Ella Sorfere.	1885	Village.	Gen.	F.	Yes.	No.					5,102	204	1	1	253
Binghamton.	Binghamton Law Library.	Mary B. Lee.	1850	State.	Law.	F.	No.	No.		0,600	2,670	854	17,000	204	1	1	253
Do.	Public Library.	Wm. F. Seward.	1904	City.	Gen.	F.	S.	Yes.	10,840	171,904	47,090	47,090	20,818	2,400	10	1	1,780



TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913.—(Continued.)

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—(con.)																	
Coblescooperstown.	City Library.	Elmer F. Bell.	1869	City.	Gen.	F.	Yes.	Yes.	3,500				6,255	213	1		\$1,000
	Village Club and Library.	Ellen Wilson.		Corp.	Gen.	Fr.	S.	No.	385	4,227			5,621	216	1		
Corning.	Free Library.	Grace Ingersoll.	1879	City.	Gen.	F.	S.	No.	4,879	18,610	8,281		9,755	340	1		1 430
Cortland.	Franklin Branch Library Association.	Margaret H. Force.	1886	Soc.	Gen.	M. Fr.	Yes.	No.	218	6,807	645	2,021	5,600	100	2		1 480
Coxsackie.	Horticultural Memorial Library.	Jessamine E. Swartwout.	1908	Corp.	Gen.	F.	Yes.	Yes.	1,431	17,296	4,408		7,000	565	1		2 900
Danville.	Public Library.	Susie M. Parker.	1893	Village.	Gen.	F.	S.	No.	600	20,304	16,047	200	6,568	200	1		350
Dell.	Delaware Supreme Court Library.	Evelyn E. Clark.	1876	State.	Law.			No.					14,000	150	1		500
Dresden.	Southworth Library.	Jennie H. Kennedy.	1883	Soc.	Gen.	F.	Yes.	No.		40,500			10,806	153	1		320
Dunkirk.	Free Library.	Corlina M. Monchow.	1899	City.	Gen.	F.	Yes.	Yes.	6,143	40,892	10,592		11,732	670	4		1 000
East Hampton.	Public Library.	F. C. Hedges.	1888	Corp.	Gen.	F.	Yes.	Yes.	1,000	27,643	1,288		8,000	740	1		2 500
Ellenville.	Public Library.	Eleanor Demarest.	1893	Village.	Gen.	F.	S.	Yes.	3,481	21,881			6,748	345	1		300
Elmira.	Steel Memorial Library.	Kate D. Andrew.	1899	Soc.	Gen.	F.	Yes.	No.		78,447	22,202	15,000	19,981	1,205	5		1,200
Fredonia.	Darwin R. Barker Library.	Florence S. Hall.	1875	Village.	Gen.	F.	Yes.	No.	2,389	31,430			10,200	404	3		500
Fulton.	Public Library.	Frances V. Forsyth.	1898	Corp.	Gen.	F.	No.	No.	1,679	24,176	7,240	9,296	7,512	281	3		360
Geneva.	Wadsworth Library.	Ethel Fraser.	1902	Corp.	Gen.	F.	No.	Yes.	1,093	22,517	7,217		19,705	441	2		
Geneva.	Public Library.	Margaret A. Hayes.	1906	Corp.	Gen.	F.	Yes.	Yes.	4,000	19,008	6,374	1,588	6,800	1,180	1		300
Glen Falls.	Public Library.	Frederic C. Thorne.	1894	City.	Gen.	F.	Yes.	Yes.	1,000	22,788	8,781		7,491	200	2		480
Glen Falls.	Grand Free Library.	Garrison Ferguson.	1903	City.	Gen.	F.	Yes.	No.	8,340	38,090	10,008	13,429	12,428	100	3		210
Gloversville.	Free Library.	Lucy Edd.	1880	Soc.	Gen.	F.	Yes.	Yes.	1,500	57,208	16,315	37,089	20,037	694	7		600
Gouverneur.	Reading Room Association.	Nettie E. Rutherford.	1885	Soc.	Gen.	F.	Yes.	No.	1,092	20,280	6,846		6,105	576	1		416
Greene.	Moore Memorial Library.	Mary Summers.	1904	Corp.	Gen.	F.	Yes.	No.	949	17,741	3,187		6,579	282	1		700
Greenwich.	Free Library.	Robert Shanks.	1902	Village.	Gen.	F.	S.	Yes.					6,000	100	1		100

	King's Daughters' Public Library.	Free Library.	Phillips Free Library.	Public Library.	Hendrick Hudson Chapter D. A. R.	Free Library.	Huntington Library Association.	Free Public Library.	Guileau Library.	Cornell Library Association.	Queens Borough Public Library.	James Prendergast Free Library.	Public Library.	Onelda Community, Ltd.	City Library.	Supreme Court Law Library.	Public Library.	do.	Peck Memorial Library.	Howland Circulating Library.	Middletown Library.	State Homoeopathic Hospital (Leonora S. Bailey Memorial Library).	Towus Library.	Public Library.	Free Public Library.	Free Library.	Sandwich Island Public Library.	New Rochelle.	New York (Broadway at 158th St.).	New York (324 W. 23rd St.).
Haverstraw.	Mary E. Van Orden.	Edith M. Sheaf.	Mary A. Ferguson.	Mary E. Windsor.	Maud A. Rice.	Mary F. Gaines.	Anna H. Perkins.	Lucille R. Townsend.	C. M. Tyler.	J. F. Hume.	Lucia T. Henderson.	Katharine M. Seeman.	Marion Herbert.	Mary E. Alliger.	Mabel E. Richards.	Currie F. Gates.	J. W. Livingston.	Nancy M. Lamont.	Mary K. Van Ken- ner.	Wm. B. Ewer.	Sarah A. C. Butler.	Frances D. Thomson.	Stella S. Newman.	Thos. M. Hawthorne.	N. D. Belmont.	Jessie F. Bradner.	David Randall- Maciver.	Wm. A. Engleson.		
	Yes.	No.	Yes.	No.	Yes.	S.	S.	Yes.	Yes.	Yes.	Yes.	S.	Yes.	No.	Yes.	S.	Yes.	Yes.	Yes.	Yes.	No.	S.	S.	Yes.	Yes.	No.	Yes.	No.	No.	
	2,212	13,039	3,893	29,061	1,500	14,260	57,023	18,702	6,536	61,143	89,000	34,982	1,006	44,467	22,736	32,114	10,009	10,666	62,374	1,114	13,860	8,814	4,061	77,821	128,815	9,303	14,671	200	14,908	
	470	212	414	737	211	519	17,129	487	7,904	25,439	174,874	1,007	697	13,243	8,223	8,066	8,243	8,312	11,073	5,761	144	14,900	1,307	260	2,174	82	1,600	2,140	1,200	
	2	1	1	1	2	1	4	3	3	16	5	3	1	1	2	2	1	1	1	4	2	1	2	1	1	1	8	10	6	

• Includes 20 branches.

**\* Salary of first assistant.**

- Includes 2 branches.

**Includes 1 branch.**

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—CON.																	
New York—Con. (Bible House).	American Institute of Social Service Library.	Elsie Strong.....	1898	Corp.....	Hist.....	F.	Yes.						8,000	150	1		\$600
New York (27 Cedar St.).	American Law Library.	H. L. Butler.....	1901	Corp.....	Law.....	S.		No.					45,000	1,100			
New York	American Museum of Natural History.	R. W. Tower.....	1869	Corp.....	Sci.....	Fr.	No.	No.					60,000	4,000	6		11,500
New York (220 W. 57th St.).	American Society of Civil Engineers.	Eleanor H. Frick.....	1867	Soc.....	Sci.....	F.	No.	No.			4,000		21,907	1,282			
New York	Association of the Bar of the City of New York.	F. O. Poole.....	1870	Soc.....	Law.....	S.	No.	No.					99,100	5,361	22	24	
Do.	Caledonian Club.	John Thomson.....	1856	Soc.....	Gen.....		No.	No.	400	200			5,000				
New York (7 W. 43rd St.).	Century Association.	C. W. Gordon.....	1847	Soc.....	Gen.....		No.	No.					11,000	200	1		1,800
New York (50 E. 41st St.).	Chemists' (The) Club.	D. D. Berolzheimer.....	1898	Soc.....	Sci.....	F.	No.	No.				4,000	26,000	6,000	4		2,000
New York	City Library.	Philip Bear.....	1849	City.....	Gen.....	F.	No.	No.					8,000	137	1		2,500
Do.	Cooper Union for the Advancement of Science and Art.	L. C. L. Jordan.....	1857	Corp.....	Gen.....	F.	No.	No.			494,428		51,224	2,529	14	30	
Do.	Corporation Counsel's Library.	J. M. Valles.....	1839	City.....	Law.....		No.	No.					20,000		1		2,800
Do.	Department of Health Engineering Societies.	Wm. P. Cutler.....	1870	City.....	Sci.....		No.	No.					5,600	75			
Do.	Foreign Missions Library of the Presbyterian Church.	Susie A. Pinder.....	1908	Soc.....	Sci.....	F.	No.	No.			12,000		55,000	3,000	7	1	4,000
New York (16 W. 44th St.).	General Society of Mechanics and Tradesmen.	H. W. Parker.....	1820	Soc.....	Hist.....	F.	Yes.	No.	1,261	1,140			10,465	100	2		900
						F.	Yes.	No.	2,440	76,770			94,063	2,134	8		1,420

Address	Library	Year	Soc.	Fr.	No.	No.	615	30,000	27,000	30,000	12,150	358	1
New York	Grolier Club	1884	Soc.	Gen.	No.	No.					21,119	434	1
Do.	Harmonie Club	1852	Soc.	Gen.	No.	No.					10,750	150	
Do.	Harvard Club	1887	Soc.	Gen.	No.	No.					10,750	150	
New York	Hebrew Orphan Asylum.	1904	Corp.	Gen.	No.	No.	615	30,000	27,000	30,000	5,000	600	1
(137th St. and Amsterdam Ave.)													
New York	Hispanic Society of America.	1904	Corp.	Hist.	No.	No.	349			413	75,000	657	
New York	Holland Society	1896	Soc.	Hist.	No.	No.		1,500		500	6,500	1,500	1
(90 West St.)													
New York	Loan Libraries for Ships.	1859	Soc.	Gen.				7,760			129,000	3,300	3
Do.	Mercantile Library	1820	Corp.	Gen.	M.	No.	3,746	92,019		6,332	243,062	5,882	10
New York (233 Broadway).	Merchants Association of New York.	1906	Soc.	Hist.	Fr.						10,000	1,050	
New York	Methodist Historical Society.	1892	Soc.	Hist.	Fr.						7,000		
Do.	Metropolitan Life Insurance Co.	1910	Corp.	Gen.	Fr.		1,600				6,000		
Do.	Metropolitan Museum of Art.	1890	Corp.	Hist.	F.	No.	No.				28,486	1,683	8
New York (55 Cedar St.)	Mutual Life Insurance Co. of New York	1872	Corp.	Law.	No.	No.					30,000	600	
New York	National City Bank Financial Library.	1885	Corp.	Sci.							10,000		3
New York (17 W. 43d St.)	New York Academy of Medicine.	1847	Soc.	Med.	F.	No.	607	4,496		22,310	100,000	3,649	5
New York (Bronx Park).	New York Botanical Garden.	1896	Corp.	Sci.	F.	No.	No.				24,024	446	3
New York	New York County Lawyers' Association.	1908	Corp.	Law.	S.	No.	No.			31,845	15,643	1,941	5
Do.	New York County Penitentiary.	1840	City	Gen.	No.	No.					15,000	2,000	
New York (226 W. 58th St.)	New York Genealogical and Biographical Society.	1869	Corp.	Hist.	S.	No.	No.		1,477		8,500	200	3
New York	New York Historical Society.	1804	Soc.	Hist.	F.	No.	No.				125,000	1,522	8
Do.	New York Law Institute.	1928	Corp.	Law.							77,597	2,156	7
Do.	New York Press Club.	1875	Soc.	Gen.	No.	No.					5,000		
New York (109 University Place).	New York Society Library.	1754	Corp.	Gen.	S. Fr.	M.	1,167	49,077			100,000	4,185	11
New York (16 Gramercy Park).	Players' Library	1888	Soc.	Hist.							5,000	50	

Salary of first assistant.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—con.																	
New York.	Public Library!	E. H. Anderson.	1886	Corp.	Gen.	F.	Yes.	Yes.	343,641	8,111,783	2,936,721	442,091	2,183,608	182,709	888	131	
Do.	Public Service Commission, First District.	R. H. Whitten.	1907	State.	Sci.	Fr.	No.	No.		12,223			5,100		4		\$4,200
Do.	Rockefeller Institute for Medical Research.	Lillia M. D. Trask.	1906	Corp.	Med.		No.	No.					7,000	618			
Do.	Russell Sage Foundation.	F. W. Jenkins.	1893	Corp.	Sci.	F.	No.	No.	250	18,000			10,000	2,000	7		2,500
Do.	Union League Club.	Wm. B. Child.	1893	Corp.	Gen.		No.	No.					14,000	500			2,000
Do.	University Club.	A. W. Colton.	1865	Corp.	Gen.		No.	No.					38,124	1,020	3		
Do.	Y. M. C. A. Library.	Miss F. R. Petrie.	1852	Soc.	Gen.	Fr.	No.	No.	2,900	24,273		54,940	90,000	4			1,200
New York (361 Madison Ave.).	Y. M. C. A. (Broadway Branch).	W. L. McKimlay.	1887	Soc.	Gen.		No.	No.	1,250	26,198			19,174	1,475	2		1,320
New York (215 W. 23d St.).	Y. M. C. A. (23d Street Branch).	A. A. Clarke.	1883	Soc.	Gen.		No.	No.	3,000	21,436		60,530	10,762	569	4		1,500
New York.	Young Men's Hebrew Association.	Leonora Hauser.	1900	Soc.	Gen.	Fr.	No.	No.				47,941	12,697	374	2		780
Do.	Y. W. C. A. (Central Branch).	Jeanie M. Bulmer.	1870	Soc.	Gen.	M. Fr.	No.	No.	2,180	23,422		25,420	26,101	742	4		1,020
Niagara Falls.	Public Library.	Jennie A. Witmer.	1885	City.	Gen.	F.	S.	Yes.		78,023	27,752		23,903	1,989	5		924
North Tonawanda.	do.	Mary T. Warren.	1893	City.	Gen.	F.	S.	Yes.	2,656	36,205	11,953	5,425	11,286	738	1		840
Norwich.	Guernsey Memorial Library.	N. Louise Rucktescher.	1902	Village.	Gen.	F.	Yes.	Yes.	3,228	37,624	10,807	18,125	11,047	598	2		508
Do.	Supreme Court Library (Follett Memorial).	do.	1903	State.	Law.	F.	Yes.	No.	3,228	113		387	7,906	115	1		250
Nysack.	Nysack Library.	Helen L. Powell.	1879	Village.	Gen.	F.	S.	No.	2,946	39,245	12,290		9,072	620	4		720
Ogdensburg.	Public Library.	Mary K. Hasbrouck.	1893	City.	Gen.	F.	Yes.	Yes.	2,000	28,714	9,000		16,777	948	2		600
Olean.	Public Library.	Maud D. Brooks.	1871	City.	Gen.	F.	S.	Yes.	4,383	86,638	21,448	21,867	10,462	1,000	4		720
Oneonta.	do.	Martha P. Cope.	1898	City.	Gen.	F.	S.	Yes.	3,910	26,379	8,034	4,800	19,264	750	1		360

Ossining. Do.	do.	Margaret Ackert. Wm. E. Cashin.	1883 1882	Village. State.	Gen. Gen.	F. F.	S. S.	No. No.	4, 637 950	46, 208	12, 486	10, 000	7, 067 11, 330	957 375	2 1	800
Oswego.	City Library.	R. S. Kelsey.	1885	City.	Gen.	F.	S.	Yes.	3, 226	8, 553	2, 113	7, 786	10, 000	105	3	350
Owego.	Coburn Free Library.	Lillian E. Foster.	1885	City.	Gen.	F.	S.	Yes.	1, 180	13, 702	3, 607	2, 700	9, 446	291	4	340
Oxford.	Oxford Memorial Lk. brary.	Lillian J. Emerson.	1900	Village.	Gen.	F.	S.	No.	1, 500	10, 910	3, 526	2, 500	6, 665	182	1	300
Oyster Bay.	Free Library.	Louise Denton.	1892	Village.	Gen.	F.	No.	No.	862	9, 871	2, 282	4, 000	6, 519	353	1	360
Patchogue.	Public Library.	Claire Sumner.	1897	Village.	Gen.	F.	S.	No.	1, 476	27, 966	10, 188	.....	6, 288	464	1	480
Peekskill.	Field Library.	Julia A. Sprague.	1887	Village.	Gen.	F.	Yes.	No.	13, 029	108	.....	.....	9, 432	243	1	260
Penn Yan.	Public Library.	Henrietta H. Kimball.	1895	Village.	Gen.	F.	Yes.	No.	.....	18, 429	5, 507	.....	8, 157	288	1	360
Plattsburg.	do.	F. S. Hall.	1894	City.	Gen.	F.	S.	No.	7, 367	28, 322	7, 677	10, 000	13, 091	1, 000	1	850
Port Henry.	Sherman Free Library.	Mary W. Tobin.	1898	Corp.	Gen.	F.	S.	Yes.	2, 150	10, 925	7, 518	.....	7, 020	214	1	240
Port Jervis.	Free Library.	Anna E. Wells.	1892	City.	Gen.	F.	S.	Yes.	3, 000	49, 614	12, 401	12, 585	19, 885	838	3	720
Potsdam.	Public Library and Reading Room.	Sadie A. Bixby.	1896	Soc.	Gen.	F.	S.	No.	703	18, 964	.....	.....	6, 758	218	1	438
Poughkeepsie.	Adrian Memorial Lk. brary.	J. C. Sickley.	1843	City.	Gen.	F.	S.	No.	8, 974	114, 628	35, 947	.....	50, 122	2, 444	6	1
Rensselaer.	Bath-on-Hudson Pub- lic Library.	Allice Ashton.	1870	City.	Gen.	F.	No.	No.	822	12, 000	430	.....	5, 000	200	1	150
Rochester.	Appellate Division Law Library.	Irwin Taylor.	1826	State.	Law.	F.	No.	No.	.....	.....	.....	.....	37, 000	.....	3	.....
Do.	Public Library.	Wm. F. Yust.	1912	City.	Gen.	F.	S.	Yes.	4, 310	.....	.....	.....	33, 531	30, 000	15	4, 000
Do.	Reynolds Library.	Anne R. Collins.	1886	Corp.	Gen.	F.	No.	No.	5, 961	39, 126	.....	111, 550	73, 187	2, 613	6	2, 200
Do.	Rochester Historical Society.	R. T. Webster.	1888	Soc.	Hist.	Fr.	No.	No.	.....	.....	.....	.....	6, 500	1, 000	2	1, 500
Rockville Center.	Public Library.	Winona C. Martin.	1894	Village.	Gen.	F.	S.	Yes.	1, 607	18, 925	6, 053	6, 545	5, 750	498	1	500
Rome.	Jervis Library. Asso- ciation.	Eugenie Stevens.	1895	City.	Gen.	F.	Yes.	Yes.	.....	49, 843	19, 702	5, 302	16, 398	647	2	660
Rye.	Free Reading Room.	Inella O. Peaman.	1894	Corp.	Gen.	F.	Yes.	Yes.	555	13, 673	.....	17, 865	5, 883	454	1	420
Sag Harbor.	John Jermain Memo- rial Library.	Mrs. Olive P. Young	1910	Corp.	Gen.	F.	Yes.	Yes.	2, 228	44, 485	16, 206	.....	8, 746	818	2	1, 500
Salem.	Bancroft Public Lk. brary.	Frances F. Leighton	1891	Village.	Gen.	F.	S.	Yes.	350	.....	.....	225	10, 000	205	2	222
Saranac Lake.	Free Library.	Wm. D. McNell.	1907	Corp.	Gen.	F.	Yes.	Yes.	1, 200	21, 241	3, 540	.....	5, 129	504	3	180
Saugerties.	Public Library.	Alida A. MacAdam.	1894	Village.	Gen.	F.	Yes.	No.	1, 650	23, 432	8, 000	14, 000	7, 873	306	2	1, 200
Schenectady.	Free Public Library.	Henry Glen.	1894	Soc.	Gen.	F.	Yes.	No.	17, 268	164, 041	23, 272	.....	37, 083	3, 994	9	7, 800
Seneca Falls.	Mynderse Library.	Ellen F. Wickes.	1891	Soc.	Gen.	F.	S.	No.	1, 991	12, 507	3, 252	.....	6, 594	176	1	360
Shelter Island.	Public Library.	Miriam F. Beebe.	1885	Soc.	Gen.	F.	S.	Yes.	975	10, 193	3, 397	.....	5, 331	263	2	150
Sherburne.	do.	Martha R. Merriew.	1886	Town.	Gen.	F.	Yes.	No.	734	7, 575	2, 135	680	5, 829	463	1	300
Sidney.	do.	Sarah M. Taber.	1895	Village.	Gen.	F.	Yes.	No.	1, 200	15, 158	3, 022	3, 200	6, 510	313	1	200
Skaneateles.	Library Association.	Lydia A. Cobane.	1877	Village.	Gen.	S.	S.	No.	267	10, 000	.....	.....	14, 466	333	2	570
Solvay.	Carnegie-Solvay Lk. brary.	Cornelia Mertens.	1904	Village.	Gen.	F.	Yes.	Yes.	1, 000	19, 919	8, 759	9, 300	5, 565	235	2	720
Southampton.	Rogers Memorial Lk. brary.	Julia W. Foster.	1895	Corp.	Gen.	F.	Yes.	Yes.	1, 648	24, 279	6, 983	.....	11, 423	388	2	260
Springville.	Public Library.	Lucy A. Bensley.	1898	Village.	Gen.	F.	S.	Yes.	1, 100	17, 827	3, 632	.....	8, 504	501	1	300
Syracuse.	Court of Appeals Lk. brary.	Geo. N. Cheney.	1849	State.	Law.	Fr.	No.	No.	.....	1, 500	.....	9, 000	33, 638	2, 192	3	3, 000
Do.	Public Library.	F. W. Mundy.	1857	City.	Gen.	F.	S.	Yes.	20, 390	27, 781	79, 183	94, 000	100, 200	8, 700	27	9, 3, 000

\* Salary of first assistant.

\* Includes 2 branches.

\* Includes 1 branch.

\* Includes pamphlets.

\* Includes 40 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1912—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—CON.																	
Tarrytown.	Young Men's Lyceum.	Flora C. Millard.	1894	Corp.	Gen.	F.	No.	Yes.				7,112	9,747	1,251	2		\$600
Thousand Island Park.	Thousand Island Park Library.	Mrs. Viva Cupernall.	1904	Corp.	Gen.	F.					100		5,100	70			
Torawanda.	Public Library.	Ada M. Rork.	1880	City.	Gen.	F.		Yes.		13,073	5,381		7,471	383	1		240
Troy.	do.	Mary L. Davis.	1855	Corp.	Gen.	F.	No.	Yes.	11,204	98,201	22,287	5,614	47,565	1,880	8	2	1,500
Utica.	Onesida Historical Society.	D. W. Bigelow.	1876	Soc.	Hist.	F.	No.	No.					8,100	40			
Do.	Public Library 1.	Caroline M. Underhill.	1893	City.	Gen.	F.	Yes.	Yes.	13,000	194,308	70,360	41,749	68,310	3,061	24	5	1,800
Do.	Utica Law Library Association.	C. D. Adams.	1876	Soc.	Law.	F.	No.						14,000	600	2		1,000
Walden.	Public Library.	Ethel S. Leeming.	1910	Village.	Gen.	F.	Yes.	No.	649	15,600	3,120	2,100	11,044	218	2	1	108
Walton.	Ogden Free Library.	Mrs. Thos. C. Smith.	1899	Soc.	Gen.	F.	Yes.	No.	1,115				5,000	283	1	1	200
Wappingers Falls.	Grimmell Library Association.	Jessie N. Blythe.	1897	Corp.	Gen.	S.	S.		242	12,194	3,181		8,291	111	1		240
Warrensburg.	Richards Library.	Mary S. Crandall.	1901	Corp.	Gen.	F.	Yes.	Yes.	1,323	15,267	5,522	3,200	5,290	208	3		180
Warsaw.	Public Library.	Helen M. Cameron.	1906	Twp.	Gen.	F.	S.			17,367	5,089	5,389	7,109	218	1	1	468
Watertown.	Library and Historical Society.	Lulu M. Clark.	1875	Soc.	Gen.	F.	Yes.	No.	600	16,000			8,000	180	3	1	300
Watertown.	Roswell P. Flower Memorial Library.	S. A. Hoyt.	1904	City.	Gen.	F.	Yes.	Yes.	12,000	78,314	26,727	29,647	28,895	1,208	6	1	1,400
Wellsville.	David A. Howe Public Library.	Faunie E. Crittenden.	1895	Village.	Gen.	F.	S.	No.	2,090	13,129			10,729	342	2	1	500
Westfield.	Patterson Library.	Sarah H. Ames.	1896	Corp.	Gen.	F.	Yes.	No.		25,427	8,646		17,279	805	4	1	720
White Plains.	Public Library.	Clara F. Hopper.	1899	Village.	Gen.	F.	Yes.	Yes.	7,214	76,780	22,029	42,299	14,660	2,069	2	1	840
Wyoming.	Free Library.	Flora J. Peck.	1893	Corp.	Gen.	F.	Yes.	No.	450				6,986	25	1		106
Yonkers.	Hollywood Inn Club.	Margaret W. Couzens.	1893	Soc.	Gen.	M.	No.	No.	1,000	11,469			8,045	448	2		660
Do.	Public Library.	Helen M. Blodgett.	1884	City.	Gen.	F.	Yes.	Yes.	20,000	199,005	60,726		28,357	3,322	7	2	1,200
Do.	Woman's Institute.	Pauline Herrmann.	1880	Corp.	Gen.	F.	Yes.	No.	881	10,205	577	8,243	6,560	229	1		720

NORTH CAROLINA.																			
Ashville.	Pack Memorial Library.	1879	Sec.	Gen.	M. Fr.	Yes.	No.	700	22,157					11,000	400	2	1	420	
Charlotte.	Mary P. Penick.	1905	City.	Gen.	F.	Yes.	Yes.	5,000	35,190					7,000	812	4	1	840	
Durham.	Mrs. F. G. Briggs.	1895	City.	Gen.	F.	Yes.	Yes.	2,665						5,351	731	1		840	
Greensboro.	Bettie D. Caldwell.	1902	City.	Gen.	F.	Yes.	No.	4,630	25,044					1,713	1,361	2	1	600	
Ledge.	Avery W. Willis.	1883	County.	Gen.	F.	Yes.	Yes.	200						12,000		1			
Raleigh.	Olivia Ramsey Library.	1901	City.	Gen.	F.	Yes.	No.	4,000	26,985					12,150	606	2	2	480	
Do.	Miller O. Sherill.	1870	State.	Gen.	F.	No.	No.	10						97,000		2	1	1,500	
Do.	R. H. Bradley.	1872	State.	Gen.	F.	No.	No.							16,500	375	1	4	1,500	
Wilmington.	Elise Emerson.	1906	City.	Gen.	F.	No.	No.		20,631	4,860				60,000	306	3	1	400	
Winston-Salem.	Mrs. Mary C. Pratt.	1906	City.	Gen.	F.	No.	No.	1,247	24,014	1,200	8,000			5,900	500	3		600	
NORTH DAKOTA.																			
Bismarck.	Public Library Com- mission.	1907	State.	Gen.	F.	Yes.	Yes.	821	6,112					11,560		5			
Do.	E. P. Wing.	1880	State.	Law	Fr.	No.	No.							25,000	2,500	1		1,200	
Dickinson.	Josephine R. Har- grave.	1910	City.	Gen.	Fr.	S.	Yes.	1,486	17,448	9,964	9,094			17,448	333	1	1	880	
Fargo.	Masonic Grand Lodge.	1889	Corp.	Gen.	F.	Yes.	No.							5,000	118	1		120	
Do.	Walter L. Stockwell.	1903	City.	Gen.	F.	Yes.	Yes.	2,610	34,875	7,214	17,195			7,000	858	3		960	
Grand Forks.	Winning Bucklin.	1903	City.	Gen.	F.	S.	Yes.	3,947	28,373					6,920	662	2	1	1,000	
Do.	Adam Durand.	1903	City.	Gen.	F.	S.	Yes.												
OHIO.																			
Akron.	Law Library.	1888	Soc.	Law	M.	No.	No.							6,000	500	1		1,000	
Do.	Mrs. Jessie A. Hoovers.	1885	City.	Gen.	F.	S.	Yes.	7,185	68,127	17,870				31,881	1,949	5	2	1,100	
Alliance.	Mary P. Edgerton.	1904	City.	Gen.	F.	Yes.	Yes.	8,913	33,546	12,116	34,564			8,750	338	3	1	400	
Astoria.	Ethel E. Macfar-	1906	Corp.	Gen.	F.	S.	No.	3,698	26,614					7,384	409	2		420	
Bellevue.	Laura O. Morgan.	1903	City.	Gen.	F.	S.	Yes.	2,750	21,080					6,000	650	1	1	480	
Bellevue.	Emma Suttler.	1903	City.	Gen.	F.	M.	No.	2,730	28,877					7,256	132	2		444	
Bryan.	Alice M. Walt.	1883	Village.	Gen.	F.	No.	No.		9,387					5,368	23	1	1	300	
Bucyrus.	Agusta M. Mc-	1886	City.	Gen.	F.	S.	Yes.		18,347					6,000	635	2	1	480	
Cadiz.	Isabel McConnell.	1880	Dist. <sup>1</sup>	Gen.	F.	S.	No.	624	14,571	3,454				6,500	200	1	1	360	
Cambridge.	Martha C. Robbins.	1899	City.	Gen.	F.	Yes.	Yes.	3,000	21,860	12,312				8,000	401	2	1	400	
Canon.	Mary P. Martin.	1884	Soc.	Gen.	F.	S.	Yes.	9,556	80,517	23,131				22,054	1,972	6	2	980	
Carey.	Dora Carey Public Library.	1906	Village.	Gen.	F.	S.	Yes.	1,187	22,660	9,022				5,000	450	1		420	
Chillicothe.	Burton E. Steven-	1884	City.	Gen.	F.	Yes.	Yes.	4,988	50,860	22,657				28,968	1,523	3		900	
Cincinnati.	E. W. Mitchell.	1870	City.	Med.												2		900	
Do.	Edwin Gholson.	1947	Soc.	Law	M.	No.	No.							19,354	249	2			
Do.	Library Association.													38,000	1,500	3	2		

\* District.

† Includes 2 branches.

‡ Salary of first assistant.

§ Includes 6 branches.

¶ Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO—contd.																	
Cincinnati	Cincinnati Society of Natural History.	T. B. Collier	1879	Soc.	Sci.	Fr.	No.	No.					6,000				
Do.	Historical and Philosophical Society of Ohio.	L. Belle Hamlin	1881	Soc.	Hist.	Fr.	No.	No.					24,597	170	1	1	\$750
Do.	Lloyd Library.	Edith Wycoff	1890	Corp.	Sci.	Fr.		No.					38,169	2,250	2	1	950
Do.	Mussey Medical and Scientific Library.	N. D. C. Hodges	1874	City	Med.	F.		No.					6,034				
Do.	Public Library.	do.	1885	City	Gen.	F.	Yes.	Yes.	86,625	1,834,888			426,258	33,770	180	30	6,000
Do.	Theological and Religious Library.	do.	1863	Soc.	Theo.	F.	Yes.						10,884	218			
Do.	U. S. Circuit Court of Appeals.	Caroline C. Collins	1895	Gov.	Law								20,620	1,268	2		1,200
Do.	Young Men's Mercantile Library Association.	Robert M. McCurdy	1885	Soc.	Gen.	M. Fr.		Yes.	1,000	4,000			80,000	1,600	4	2	
Circleville	Public Library.	Mary Wilder	1834	City	Gen.	F.	S.	Yes.	2,500	27,700	10,191		16,929	693	2	1	480
Cleveland	Case Library.	John W. Perrin	1846	Corp.	Gen.	M. Fr.	No.	No.					81,000	2,768			
Do.	Cleveland Medical Library Association.	Mrs. S. M. Harding	1894	Soc.	Med.	M.	M.	No.		980		1,151	19,158	650	2		
Do.	Public Library.	Wm. H. Brett	1869	City	Gen.	M.	S.	Yes.	144,437	2,587,897	1,092,301	1,508,035	500,000	75,915	392	56	2,000
Do.	Western Reserve Historical Society.	W. H. Cathcart	1811	Corp.	Hist.	S.	No.	No.					32,000		8		
Clyde	Public Library.	Alice Estill	1905	Village	Gen.	F.	Yes.	Yes.	1,462	17,497	6,762		5,500	337	1	2	600
Columbus	Columbus Law Library Association.	Chas. T. Keach	1887	Soc.	Law								10,000		1		1,250
Do.	Ohio Penitentiary.	T. O. Reed	1890	State.	Gen.		No.	No.	1,500				6,000	1,000			
Do.	Public Library.	John J. Pugh	1872	City	Gen.	F.	No.	No.	26,344	140,705	57,575	130,803	83,800	5,300	18		3,600
Do.	State Archaeological and Historical Society.	Wm. C. Mills	1885	Corp.	Sci.	F.	No.	No.					5,601	690	4		1,200

Do.	State Library	John Henry Newman	1817	State	Gen.	F.	Yes.	No.	Yes.	No.	6,760	89,038	50,000	197,837	11,471	25	2	3,000
Do.	Supreme Court Law Library	Edward Antrim	1864	State	Law	F.	Yes.	No.	Yes.	No.	.....	.....	.....	33,000	700	6	.....	2,500
Comenut.	Carnegie Public Library	Marie T. Brown	1909	Twp.	Gen.	F.	Yes.	Yes.	Yes.	Yes.	4,461	48,919	13,721	6,899	1,449	4	2	600
Cochecton.	Public Library	Joseph Love	1887	City	Gen.	F.	S.	No.	S.	No.	2,928	31,080	11,280	10,500	537	3	1	600
Cuyahoga Falls	Public Library	Mary Graham	1887	Soc.	Gen.	F.	Yes.	Yes.	Yes.	Yes.	400	3,000	7,000	6,000	1,900	1	.....	300
Dayton	Law Library	Daniel W. Iddings	1868	City	Law	F.	No.	No.	No.	No.	150	1,000	6,500	14,000	504	3	.....	2,500
Do.	Public Library and Museum	Linda M. Clatworthy	1846	City	Gen.	F.	Yes.	Yes.	Yes.	Yes.	10,000	261,772	38,202	47,590	6,760	22	3	1,400
Defiance	Public Library	Jewel Foutte	1885	City	Gen.	F.	Yes.	Yes.	Yes.	Yes.	5,024	27,111	13,815	14,355	542	2	1	600
Delaware	City Library	Mrs. Margaret Lahr	1906	City	Gen.	F.	S.	No.	S.	No.	2,560	37,574	18,787	8,460	1,540	2	1	540
East Liverpool	Carnegie Public Library	Harriet Goss	1902	City	Gen.	F.	Yes.	Yes.	Yes.	Yes.	7,003	28,461	10,497	9,225	1,025	2	1	1,000
Elyria	Public Library	Marian E. Comings	1887	Soc.	Gen.	F.	Yes.	Yes.	Yes.	Yes.	3,734	38,613	10,438	25,633	907	4	1	900
Findlay	Public Library	Mary B. Morrison	1890	City	Gen.	F.	Yes.	No.	Yes.	No.	3,000	16,105	.....	9,288	675	2	1	600
Fremont	Birchard Library	Mrs. Harriett A. Gast	1873	City	Gen.	F.	Yes.	No.	Yes.	No.	.....	.....	.....	18,553	.....	1	.....	400
Gallion	Public Library	Estella B. Coyle	1904	Soc.	Gen.	F.	Yes.	Yes.	Yes.	Yes.	2,441	23,891	7,835	5,191	333	2	1	264
Gallipolis	do.	Mrs. Addie A. Vandeen	1898	City	Gen.	F.	Yes.	S.	Yes.	S.	1,160	13,438	6,141	6,980	220	2	.....	420
Geneva	Free Public Library	Mrs. Adelaide Taylor	1892	Soc.	Gen.	F.	Yes.	S.	Yes.	S.	1,828	16,894	.....	5,500	224	1	1	320
Germanstown	Public Library	Viola A. Wheaton	1898	Soc.	Gen.	F.	Yes.	S.	Yes.	S.	612	8,770	.....	5,734	327	1	1	300
Greenville	Carnegie Library	Minnie J. Routzong	1901	City	Gen.	F.	S.	No.	S.	No.	1,914	43,808	18,492	13,078	237	2	1	480
Hillsboro.	Public Library	Hazel L. Worley	1877	Village	Gen.	F.	Yes.	Yes.	Yes.	Yes.	1,304	6,000	3,000	11,500	45	1	.....	240
Kenton	Public Library	K. N. Moore	1880	Soc.	Gen.	F.	Yes.	S.	Yes.	S.	1,900	16,760	7,401	5,388	268	2	1	300
Lancaster	do.	Venia Busby	1878	City	Gen.	F.	Yes.	S.	Yes.	S.	6,102	.....	.....	10,534	517	2	1	600
Lebanon	do.	Jennie Unglesby	1903	Village	Gen.	S. Fr.	Yes.	S.	Yes.	S.	1,150	9,348	.....	6,797	432	1	.....	.....
Lima	do.	Lyle Harter	1901	City	Gen.	F.	Yes.	S.	Yes.	S.	6,267	63,013	24,093	9,284	700	3	1	900
Lisbon	Lepper Library	M. P. Springer	1889	Corp.	Gen.	F.	Yes.	No.	Yes.	No.	283	5,238	.....	5,200	208	1	1	300
London	Public Library	Hattie D. Smith	1877	Village	Gen.	F.	Yes.	No.	Yes.	No.	900	12,138	4,985	6,778	224	1	1	600
Lorain	do.	Elizabeth K. Steele	1900	Corp.	Gen.	F.	Yes.	No.	Yes.	No.	6,344	69,612	23,300	8,712	826	3	1	1,000
Mansfield	Free Public Library	Martha Mercer	1887	City	Gen.	F.	Yes.	Yes.	Yes.	Yes.	3,525	66,997	14,004	19,000	515	3	1	780
Marquette	Public Library	Willia D. Cotton	1901	Soc.	Gen.	F.	Yes.	S.	Yes.	S.	2,722	30,888	9,168	14,000	496	3	1	720
Marion	do.	Dora Nash	1889	City	Gen.	F.	Yes.	S.	Yes.	S.	2,917	31,096	8,859	9,343	883	3	2	300
Massillon	McClymonds Public Library	Clara Miller	1887	Soc.	Gen.	F.	Yes.	S.	Yes.	S.	3,394	52,258	19,891	19,538	980	3	2	820
Medina	Franklin Sylvester Library	Evangeline Johnson	1907	Corp.	Gen.	F.	Yes.	Yes.	Yes.	Yes.	10,882	4,308	.....	6,076	100	1	1	300
Mount Vernon	Public Library	Ethel M. Knapp	1888	City	Gen.	F.	S.	No.	S.	No.	1,700	22,322	7,955	7,202	346	2	1	720
National Military Home.	National Home, D. V. S. (Putnam and Thomas Library)	S. F. Harvey	1868	Gov.	Gen.	F.	No.	No.	No.	No.	600	17,000	21,000	26,795	90	4	2	300
Newark	Public Library	Mrs. Eliza J. Rankin	1908	City	Gen.	F.	Yes.	No.	Yes.	No.	6,272	46,763	14,316	7,702	1,280	4	1	600
New Straitsville	do.	Mrs. F. S. Martin	1894	Village	Gen.	F.	Yes.	Yes.	Yes.	Yes.	.....	.....	.....	5,600	300	.....	.....	.....

\* Includes 2 branches.

\* Includes employees of museum.

\* Includes salary as curator.

1 Includes 20 branches.  
2 Includes 40 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Ohio, continued.																	
Norwalk.....	Young Men's Library and Reading Room Association.	Lucy E. Stratton....	1896	Soc.....	Gen....	F.	Yes.	Yes.	1,571	28,846	8,015		9,131	284	4		\$600
Painesville.....	Public Library.	Margaret Kilbourne.	1865	Soc.....	Gen....	F.	Yes.	Yes.	3,402	42,241			10,433	580	2	1	600
Perrysburg.....	Way Public Library.	Helen Bowers.....	1881	City....	Gen....	F.	S.	Yes.	1,500	21,255	6,898		10,370	436	2	1	300
Portsmouth.....	Free Public Library.	Nana A. Newton.....	1878	City....	Gen....	F.	Yes.	No.	6,257	46,200	15,400		30,165	750	2	1	1,000
Salem.....	Public Library.	Mrs. Helen S. Curv.	1896	City....	Gen....	F.	S.	Yes.	4,061	31,830	17,183	13,272	9,273	536	3		
Sandusky.....	Library Association.	Edna A. Holzapfel.	1870	Soc.....	Gen....	F.	S.	No.	3,598	57,032	14,833		18,512	1,067	5	1	540
Shelby.....	Marvin Memorial Library.	Caroline Marvin.....	1897	Village.	Gen....	F.	S.	Yes.	600	15,340	8,000	9,000	7,000	1,500	3	1	460
Sidney.....	Public Library.	Emma Graham.....	1886	Soc.....	Gen....	F.	S.	Yes.	3,550	33,643	13,827		10,713	1,428	4	2	840
Springfield.....	Ward Public Library.	Alice Burrows.....	1872	City....	Gen....	F.	S.	Yes.	5,685	85,802	28,241		30,000	1,042	6	1	900
Steubenville.....	Carnegie Library.	Beatrice M. Kelly....	1902	City....	Gen....	F.	S.	Yes.	8,987	76,794	30,488	82,365	12,195	1,745	3	1	900
Tiffin.....	Public Library.	Jessie D. Hershiser.	1880	City....	Gen....	F.	S.	Yes.	2,522	18,569	5,564		10,694	166	2	2	490
Toledo.....	Law Association.	Mary V. Fisk.....	1870	Corp.	Law.	M.	M.						13,610	694	1		
Do.....	Public Library.	Willis F. Sewall....	1873	City....	Gen....	F.	S.	Yes.	21,041	365,307	173,810		94,601	8,814	19	3	900
Urbana.....	do.	Mrs. Harriet C. Milne	1890	Soc.....	Gen....	F.	S.	Yes.	2,120	31,420	12,444	32,424	9,879	361	1	3	2,700
Van Wert.....	Brumback Library.	Anna L. Holding.....	1898	County.	Gen....	F.	S.	Yes.	10,768	84,088	42,840		22,922	1,523	19	1	1,480
Warren.....	Public Library.	Cornelia G. Smith....	1888	Soc.....	Gen....	F.	S.	Yes.	3,200	29,943	8,265		18,445	1,080	3	1	900
Washington C. H.	Carnegie Public Library.	Bess B. Kerr.....	1898	City....	Gen....	F.	S.	Yes.	3,011				7,200	330	2	1	300
Wellington.....	Public Library.	Edith E. Robinson....	1840	Village.	Gen....	F.	Yes.	Yes.	900	18,237	3,892		8,573	300	2	1	360
Wilmington.....	Carnegie Library.	Minnie Farnen.....	1904	Corp.	Gen....	F.	S.	Yes.	1,900				6,000	500	2	1	384
Wooster.....	Public Library.	Myrtle M. Allen.....	1897	City....	Gen....	F.	S.	Yes.	3,048	26,349	10,028		8,165	422	2		480
Xenia.....	Greene County Library.	Eta G. McElwain....	1878	County.	Gen....	F.	Yes.	Yes.	4,010	24,938		5,880	14,330	273	3		600
Youngstown.....	Reuben McMillan Free Library. <sup>2</sup>	Anna L. Morse.....	1840	Soc.....	Gen....	F.	Yes.	Yes.	16,187	130,433		128,697	51,759	4,429	18	1	1,800
Zanesville.....	John McIntire Public Library.	Alice Scarle.....	1827	City....	Gen....	F.	S.	Yes.	7,361	56,004	14,403		18,000	843	8	1	660

[illegible]

**Includes 4 branches.**

**\* Includes 1 branch.**

● Includes 16 branches.

**Includes 3 branches.**

**<sup>1</sup> Includes 15 branches.**

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
Carlisle.....	Cumberland County Law Library.	John D. Faller.....	1849	County	Law..	Fr.	No.	No.	.....	.....	.....	.....	6,000	.....	.....	1	.....
Do.....	J. Herman Hostler Memorial Library.	William H. Ames.....	1899	Corp....	Gen...	S. Fr.	No.	No.	284	21,993	3,870	67,794	6,149	331	2	1	\$480
Carnegie.....	Andrew Carnegie Free Library.	Emma L. Rood.....	1901	Borough	Gen...	F.	Yes.	Yes.	2,700	19,291	6,398	47,113	12,000	1,500	3	2	1,080
Chester.....	Free Library.	Mrs. Irene J. Still.....	1873	Corp....	Gen...	S. Fr.	Yes.	No.	1,167	24,716	.....	28,174	5,619	477	3	1	600
Do.....	West End Free Library.	Mary H. Jones.....	1907	Corp....	Gen...	S. Fr.	Yes.	Yes.	2,719	14,144	4,892	30,641	5,368	527	1	1	600
Connellsville.....	Carnegie Free Library.	Elizabeth V. Clark.....	1903	Borough	Gen...	F.	Yes.	Yes.	6,000	51,064	18,250	4,507	13,000	2,613	4	1	1,020
Corry.....	Public Library.	Mrs. Emma A. Dean.....	1850	City.....	Gen...	F.	No.	No.	1,000	14,246	3,561	.....	5,000	210	1	1	275
Condersport.....	do.	Grace Stowell.....	1850	Borough	Gen...	F.	Yes.	Yes.	1,668	21,757	6,835	3,580	5,432	370	1	1	600
Danville.....	Thomas Beaver Free Library.	Janet Bird.....	1886	Corp....	Gen...	F.	Yes.	Yes.	3,000	33,661	.....	.....	15,650	300	2	1	720
Darby.....	Free Library.	Kate W. Serrill.....	1742	Soc.....	Gen...	F.	Yes.	Yes.	600	12,000	.....	.....	10,000	160	1	1	217
Duquesne.....	Carnegie Free Library.	Charles E. Wright.....	1904	Corp....	Gen...	F.	Yes.	Yes.	5,000	58,000	26,000	.....	23,000	1,898	5	2	1,200
Easton.....	Public Library.	Henry F. Marx.....	1811	City.....	Gen...	F.	S.	Yes.	3,724	72,282	12,186	21,032	24,510	502	5	1	2,200
Erie.....	do.	Mrs. Jean A. Hard.....	1901	City.....	Gen...	S.	S.	Yes.	14,348	180,766	41,022	40,966	49,807	3,700	11	2	1,500
Faillington.....	Faillington Library.	Mary E. Watson.....	1892	Corp....	Gen...	S. Fr.	No.	No.	.....	.....	.....	.....	9,000	114	1	1	125
Franklin.....	Public Library.	Mary H. Clarke.....	1894	Soc.....	Gen...	S. Fr.	S.	No.	625	.....	2,949	.....	8,705	1,059	2	1	480
Hanover.....	do.	Mabel N. Champlin.....	1911	Borough	Gen...	S.	S.	No.	2,311	40,816	16,961	.....	6,897	1,154	6	1	900
Harrisburg.....	Dauphin County Law Library.	David F. Young.....	1865	County	Law..	F.	Yes.	No.	.....	.....	.....	.....	6,353	264	1	1	1,200
Do.....	Public Library.	Alice R. Eaton.....	1899	Soc.....	Gen...	F.	Yes.	Yes.	.....	29,800	.....	.....	12,000	4,000	5	1	1,200
Do.....	State Library.	Thomas L. Montgomery.....	1816	Soc.....	Gen...	F.	Yes.	Yes.	.....	.....	.....	.....	160,000	4,226	1	1	4,500
Hatboro.....	Union Library.	Charles Yerkes.....	1755	Corp....	Gen...	M. Fr.	S.	Yes.	.....	.....	.....	.....	16,000	126	1	1	.....
Haselton.....	Public Library.	Alice Willgerod.....	1907	City.....	Gen...	F.	Yes.	Yes.	3,888	64,968	28,000	.....	13,900	1,347	3	1	900
Hoboken.....	Allengheny County Workhouse.	Rev. T. Ewing Duffield.....	1863	County	Gen...	.....	.....	.....	.....	.....	.....	.....	5,200	210	1	1	1,000

Homestead Jenkintown.....	Carnegie Library city.	W. F. Stevens. Florence M. Rid- path.	1898 1903	Corp. Corp.	Gen. Gen.	F. F.	Yes. Yes.	Yes. Yes.	12,000 817	252,477 12,197	42,285 118,258	41,175 12,000	3,300 420	5 3	2,400 420
Johnstown Kennett Square.	Cambria Free Library. Bayard Taylor Memo- rial Library Associa- tion.	L. Helen Berkey. Alice W. Swayne.	1878 1896	Corp. Corp.	Gen. Gen.	F. F.	Yes. Yes.	Yes. Yes.	4,200 450	1,931 6,342	17,211 3,772	15,464 5,000	1,038 100	4 1	900 480
Lancaster Do.	A. Herr Smith Memo- rial Library. Lancaster Law Library Association.	Helen E. Myers. Thomas J. Gilgore.	1909 1886	City Corp.	Gen. Law.	F. M.	Yes. No.	Yes. No.	8,486 .....	58,721 16,137	..... .....	10,451 8,500	1,307 250	3 1	790 50
Do.	Y. M. C. A. Library. Langhorne Library. Free Public Library. Public Library. Amie Halembake Ross Library. <sup>1</sup>	W. F. Carey. Ethel G. Fraul. M. Sophronia Beatty Helen S. Seitzer. Florence Hullings.	1878 1891 1899 1900 1910	Soc. Soc. Borough Gen. City	Gen. Gen. Gen. Gen. Gen.	F. S. F. F. F.	No. No. No. No. Yes.	No. S. No. No. Yes.	..... ..... 724 262 2,500	2,200 12,640 4,226 30,000 .....	34,500 ..... 14,626 ..... .....	6,000 6,100 441 7,066 6,900	75 160 441 130 556	..... ..... 1 1 2	..... 600 ..... 870
McKeesport. Mauch Chunk.	Carnegie Free Li- brary. <sup>1</sup> Dimmick Memorial Li- brary.	Mary Spear. Inez Crandle.	1902 1890	City Corp.	Gen. Gen.	F. F.	Yes. No.	Yes. No.	7,900 800	92,797 17,569	16,928 5,855	10,045 12,086	1,200 608	3 2	1,200 720
Meadville. Media.	Free Public Library. Delaware County In- stitute of Science.	Olive M. Ryder. Henrietta K. Broom- all.	1879 1893	Corp. Soc.	Gen. Gen.	F. F.	No. Yes.	No. Yes.	1,558 .....	16,275 6,000	..... .....	10,662 5,000	447 20	2 .....	720 .....
Do. Montrose.	Free Library. Susquehanna County Historical Society and Free Library Association.	Rebecca Smedley, Jr. Amelia Pickett.	1901 1906	Soc. Corp.	Gen. Gen.	F. F.	Yes. Yes.	Yes. Yes.	1,993 2,776	18,966 25,000	3,764 8,000	6,000 8,608	211 982	1 2	490 600
Mount Holly Spring. New Castle. Newtown.	Amelia S. Givin Free Library. Free Public Library. Newtown Library Company.	E. Hopkins Mullin. Nora H. Giele. William F. Martin- del.	1890 1910 1700	Corp. City Corp.	Gen. Gen. Gen.	F. F. M. Fr.	Yes. S. M.	Yes. S. M.	300 6,447 180	4,000 47,224 7,000	2,000 23,064 1,000	5,500 7,304 8,000	150 1,300 205	2 4 1	300 1,000 100
Norristown Do.	Monongey County Library. Norristown Library Company.	John S. Jones. Besse Crothers.	1869 1794	County Corp.	Law Gen.	F. S. Fr.	No. S.	No. S.	..... .....	..... .....	..... .....	..... 30,000	199 .....	1 1	200 .....
Do.	Wm. G. Giffin Library. Free Public Library. Public Library. Carnegie Public Li- brary.	Helen A. Bomberger. Rebecca M. Leek. Blanch McIlvaine. Emily S. Green.	1901 1901 1892	Borough Borough Borough City	Gen. Gen. Gen. Gen.	F. F. F. F.	No. No. S. S.	No. S. S. S.	2,509 1,500 1,200 6,213	25,984 12,904 12,796 57,935	9,810 4,515 9,211 15,797	8,247 5,000 5,405 13,450	264 217 328 1,023	2 1 1 4	625 200 810 900
Philadelphia Do.	Academy of Natural Sciences. American Entomolog- ical Society. American Philosophi- cal Society.	Edward J. Nolan, M. D. E. T. Vreson, Jr.	1812 1889	Soc. Soc.	Sci. Sci.	F. Fr.	No. No.	No. No.	..... .....	..... .....	..... .....	69,718 5,000	1,046 200	3 .....	2,750 .....
Do.	Do.	Do.	1743	Soc.	Sci.	Sci.	No.	No.	.....	.....	.....	63,000	2,000	.....	.....

\* Report received too late to appear in summary tables.

\* Includes 7 branches.

\* Includes 2 branches.

\* Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1912—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
Philadelphia.....	American Sunday School Union.	Rev. Edwin W. Rice	1824	Soc....	Gen....	F.	No.	No.	.....	.....	.....	.....	13,236	101	.....	.....	.....
Do.....	Apprentices' Free Library Company.	E. M. Beche.....	1820	Corp....	Gen....	F.	.....	No.	4,008	85,851	37,352	35,054	18,706	1,651	6	2	\$1,020
Do.....	Art Club of Philadelphia.	.....	1874	Soc....	Gen....	.....	.....	.....	.....	.....	.....	.....	6,789	117	.....	.....	.....
Do.....	Athenaeum of Philadelphia.	Louis K. Lewis.....	1813	Corp....	Gen....	M.	M.	No.	.....	1,500	.....	.....	40,000	700	3	.....	.....
Do.....	Booklovers Library.	William Ricker.....	1900	Corp....	Gen....	S.	S.	No.	.....	.....	.....	.....	250,000	21,600	25	.....	7,500
Do.....	Carpenters' Company Library.	Chas. W. Devitt.....	1738	Soc....	Gen....	S.	No.	No.	.....	.....	.....	.....	5,600	.....	.....	.....	.....
Do.....	College of Physicians of Philadelphia.	Charles P. Fisher.....	1788	Soc....	Med....	Fr.	.....	.....	.....	3,768	.....	7,329	100,153	2,900	9	.....	.....
Do.....	Commercial Library of Philadelphia.	Emil P. Albrecht.....	1806	Corp....	Sci....	.....	No.	No.	.....	.....	.....	.....	9,199	451	.....	.....	.....
Do.....	Diocesan Library of the Protestant Episcopal Church.	Mrs. John E. Bryant.....	1806	Corp....	Theo....	F.	Yes.	No.	1,291	1,309	.....	2,220	7,000	.....	1	.....	360
Do.....	Eastern Penitentiary.	Joseph Ursenbach.....	1844	State....	Gen....	.....	No.	No.	1,000	.....	.....	.....	12,000	500	1	.....	.....
Do.....	Franklin Institute.	Alfred Riedel.....	1824	Soc....	Sci....	Fr.	No.	No.	200	2,000	.....	.....	62,523	2,130	6	2	1,500
Do.....	Free Library.	John Thomas.....	1801	City....	Gen....	F.	Yes.	Yes.	147,719	2,060,499	649,267	1,322,373	415,802	25,115	217	57	4,000
Philadelphia (German town).	Friends' Free Library.	Hannah M. Jones.....	1874	Soc....	Gen....	F.	Yes.	Yes.	1,800	16,305	.....	.....	28,113	705	4	.....	900
Philadelphia (142 N. 18th St.)	Friends' Library.	Linda A. Moore.....	1872	Soc....	Gen....	F.	Yes.	Yes.	.....	5,090	3,500	.....	15,000	200	1	1	.....
Philadelphia (West Park).	George Institute and Library.	Thomas Wynne.....	1872	Soc....	Gen....	S. Fr.	S.	.....	228	6,000	.....	.....	12,000	665	1	.....	.....

Philadelphia (Station S). Philadelphia	German Society of Pennsylvania Grand Lodge of F. and A. M. of Pennsylvania	1817	Soc.	Gen.	M. Fr.	M.	No.	4,000	89	1,415	29,000	190	2	2	320
Philadelphia (1300 Locust St.). Philadelphia	John W. Jordon	1824	Soc.	Hls.	M. Fr.	No.	No.			52,000	202,000	2,528	12	2	2,500
Do.	Jennie Jerson	1822	Soc.	Gen.	F.	No.	No.	20,000			6,000	350	1		
Do.	Luther E. Hewitt	1822	Corp.	Law.	S. Fr.	No.	No.	1,100	11,726		58,828	1,772	8	2	3,000
Philadelphia (15th and Cherry Sts). Philadelphia	Anne L. Crawford	1868	Corp.	Law.	Fr.			2,935		1,186	5,045	112	2		340
Do.	Gertrude Holt	1834	Soc.	Gen.	F.	Yes.	No.	794	1,668	2,822	12,392		1		550
Philadelphia (Mt. Mary). Philadelphia (332 S. Front St.). Philadelphia	George M. Abbot	1731	Corp.	Gen.	M. Fr.			1,000	32,972	52,860	240,256	2,528	15	8	
Do.	Robert C. Gavett	1885	Corp.	Gen.	F.			900	6,763	2,500	20,000		1	1	600
Philadelphia (440 Market St.). Philadelphia	Rasmus Simonsen	1819	Soc.	Gen.	F.	No.	No.			31,000	6,000	150	2	1	840
Philadelphia (10th and Red Sts.). Philadelphia (320 W. 7th St.). Philadelphia	T. Wilson Hedley	1821	Corp.	Gen.	S. Fr.	S.	No.	2,680	125,156		210,882	3,918	13	4	2,000
Do.	Milton M. Begley	1767	Corp.	Med.							15,000				
Philadelphia (10th and Red Sts.). Philadelphia (320 W. 7th St.). Philadelphia	Mrs. Mary A. Fell	1852	Corp.	Gen.	F.			2,000	36,010	83,062	34,774	851	7	1	2,491
Do.	P. H. Brower		County	Gen.							20,000	100			
Do.	John J. Macfarlane	1864	Corp.	( <sup>1</sup> )	Fr.	No.	No.			7,186	23,539	1,498	4		2,000
Do.	Rev. Louis F. Benson	1852	Corp.	Hls.	Fr.	No.	No.				20,000		3		2,000
Do.	Robert Liberton	1863	State.	Law.		No.	No.				6,000	100	1		250
Do.	Alfred Lee	1865	Soc.	Gen.		No.	No.				15,000	536	2		2,000
Do.	Geo. E. T. Steven- son	1853	Gov.	Gen.		No.	No.				6,607	1,222			
Do.	Ewing Jordan, M. D.	1881	Soc.	Gen.		No.	No.				6,900	375	2		1,632
Do.	John G. Rothermel	1855	Corp.	Scl.	Fr.	No.	No.			27,099	25,000	117			
Philadelphia (Mar- shynuk). Philadelphia	Katharine H. Shoe- maker	1911	Corp.	Scl.	Fr.	No.	No.			1,314	6,142	151	2	1	900
Do.	Lydia Voute	1875	Soc.	Gen.	F.	Yes.	No.	450	5,522	22,491	6,160	150	2		408

\* A commercial library.

† Includes 1 branch.

‡ Special.

§ Includes 26 branches.

|| Includes 600 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1912—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
Philadelphia....	American Sunday School Union.	Rev. Edwin W. Rice	1824	Soc....	Gen....	F.	No.	No.					13,236	101			
Do.....	Apprentices' Free Library Company.	E. M. Baché	1820	Corp....	Gen....	F.		No.	4,608	88,851	37,352	35,054	18,700	1,651	6	2	\$1,020
Do.....	Art Club of Philadelphia.		1874	Soc....	Gen....								6,739	117			
Do.....	Museum of Philadelphia.	Louis K. Lewis	1813	Corp....	Gen....	M.	M.	No.		1,500			40,000	700	3		
Do.....	Booklovers Library.	William Ricker	1900	Corp....	Gen....	S.	S.	No.					250,000	21,600	25		7,500
Do.....	Carpenters' Company Library.	Chas. W. Devitt	1736	Soc....	Gen....		No.	No.					5,600				
Do.....	College of Physicians of Philadelphia.	Charles P. Fisher	1788	Soc....	Med....	Fr.				3,758		7,329	100,158	2,900	9		
Do.....	Commercial Library of Philadelphia.	Emil P. Albrecht	1896	Corp....	Sci....		No.	No.					9,199	451			
Do.....	Bourse. Library of the Protestant Episcopal Church.	Mrs. John E. Bryant	1896	Corp....	Theo....	F.	Yes.	No.	1,291	1,309		2,290	7,000		1		360
Do.....	Eastern Penitentiary.	Joseph Ursenbach	1844	State....	Gen....		No.	No.	1,000				12,000	500	1		
Do.....	Franklin Institute.	Alfred Rigling	1824	Soc....	Sci....	Fr.	No.	No.	200	2,000			62,323	2,130	6	2	1,500
Do.....	Free Library.	John Thomson	1891	City....	Gen....	F.	Yes.	Yes.	147,719	960,499	649,267	1,322,373	415,862	23,118	217	57	4,000
Philadelphia (German town).	Friends' Free Library.	Hannah M. Jones	1874	Soc....	Gen....	F.	Yes.	Yes.	1,800	16,308			25,118	703	4		900
Philadelphia (142 N. 16th St.).	Friends' Library.	Linda A. Moore	1742	Soc....	Gen....	F.	Yes.	Yes.		5,090	3,500		15,000	200	1	1	
Philadelphia (West Park).	George Institute and Library.	Thomas Wynne	1872	Soc....	Gen....	S. Fr.	S.		228	6,000			12,000	665	1		

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

\* A commercial library.

† Includes 1 branch.

‡ Special.

§ Includes 26 branches.

|| Includes 600 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
Phoenixville.....	Public Library of the Phoenixville School District.	Elmira W. Penny-packer.	1886	Borough	Gen...	F.	S.	No.	2,153	27,718			10,000	441	2	1	\$600
Pittsburgh.....	Allegheny County Law Library.	J. Oscar Emrich.	1867	County	Law...	F.		No.	300	14,322			28,708	1,262	6		3,000
Pittsburgh (N. Diamond Sta.).	Carnegie Free Library of Allegheny.	Edward E. Eggers.	1891	City...	Gen...	F.	S.	Yes.	55,000	213,506	65,308	168,706	81,798	7,295	19	10	3,000
Pittsburgh.....	Carnegie Library of Pittsburgh. <sup>1</sup>	Harrison W. Craver.	1895	City...	Gen...	F.	S.	Yes.	150,340	1,318,183	665,633	1,649,625	400,142	43,158	216		
Do.....	Pittsburgh Academy of Medicine.	Williamina Duncan.	1896	Corp.	Med.		No.	No.					7,000	300	1		\$ 600
Pottsville.....	Free Public Library.	Flora B. Roberts.	1911	Borough	Gen...	F.	S.	Yes.	4,000	73,635	31,653		7,236	1,276	3		1,260
Reading.....	Berk's County Law Library.	John R. Mast.	1860	County	Law...		No.	No.					6,726				
Do.....	Public Library.	Edward A. Howell.	1808	City...	Gen...	F.	S.	No.	12,000	91,908	21,500		37,000	1,782	10	1	1,500
Ridley Park.....	Ridley Park Library.	Alma Deppisch.	1890	Borough	Gen...	F.	S.	Yes.	613	45,392			5,043		3		100
Scottsdale.....	Free Public Library.	Edna S. Krouse.	1910	Corp.	Gen...	F.	S.	Yes.	2,166	45,392	96,541		8,400	1,034	3		100
Seranton.....	Public Library.	Henry J. Carr.	1890	City...	Gen...	F.	No.	No.	10,900	130,124	24,153		72,724	5,597	17	4	1,850
Sewickley.....	Public Library.	Harriet D. McCarty.	1873	Borough	Gen...	F.	Yes.	No.	2,924	28,499	8,803	16,142	11,142	798	3		1,030
Sharon.....	F. H. Buhl Club.	Eleanor Carver.	1903	Soc.	Gen...	M.	M.	No.	816	23,856	6,793		11,074	368	2	1	840
Susquehanna.....	Susquehanna Library.	Ruth A. Peck.	1860	Soc.	Gen...	S.	S.	No.	240	8,418			6,500	168	1		150
Titusville.....	Benson Memorial Library.	Lucy C. Grumblin.	1904	City...	Gen...	F.	S.	No.	3,617	15,928	5,243		10,210	365	2	1	660
Towanda.....	Bradford County Historical Society.	Clement F. Heverly.	1870	Corp.	Hls...	M. Fr.	No.	No.					11,000		40		
Do.....	Public Library.	Dora E. Simpson.	1898	Soc.	Gen...	F.	S.		477	17,181	6,496	5,768	7,791	266	1	1	860
Villanova.....	Monastery Library of Villanova.	Thomas C. Middleton.	1842	Corp.	Gen...								9,000				
Warren.....	Public Library.	Mary C. Welles.	1873	Soc.	Gen...	F.	S.	Yes.	5,920	50,068	17,411		26,010	937	6	1	960
Washington.....	Citizens Free Library.	Janet M. Clark.	1871	Soc.	Gen...	F.	No.	Yes.	2,076	43,086	26,540	12,200	15,762	682	4		600

West Chester	Library Association...	Sarah P. Bedford...	1873	Soc...	Gen...	F.	Yes.	6,000	\$2,936	16,354	10,580	755	5	1	480
Wilkes-Barre...	Luzerne County Med- ical Society.	Lewis H. Taylor...	1883	Soc...	Med...	Fr.	No.				5,420	283			
Do.	Osterhout Free Li- brary.	Myra Poland...	1882	Corp...	Gen...	F.	Yes.	15,870	135,105	47,196	43,553	2,181	9	1	
Do.	Wilkes-Barre Law and Library Association.	Don A. Gilbert...	1896	Corp...	Law...	M.	No.				10,000	314	1		240
Do.	Wyoming Historical and Geological So- ciety.	Horace E. Hayden...	1888	Corp...	Hist...	Fr.	No.				15,000		3	1	
Williamsport...	James V. Brown Li- brary.	O. R. H. Thomson...	1906	Corp...	Gen...	F.	Yes.	7,890	100,813	25,238	22,900	2,119	10	2	1,800
Yardley...	Yardleyville Library.	Harriet W. Comly...	1945	Corp...	Gen...	S. Fr.	Yes.	90			6,000	100		1	60
York...	Public Library.	A. Wanner...	1874	City...	Gen...	F.	No.	5,743	20,368		12,418	570			600
Do.	York County Law Li- brary.	William H. Rice...	1872	County	Law...	F.	No.				6,500	200	1		200
RHODE ISLAND.															
Anthony...	Free library.	Myra S. Anthony...	1888	Soc...	Gen...	F.	Yes.	500	7,150	3,600	5,307	717	2		150
Applonang...	do.	Mrs. Alice S. Means...	1872	Soc...	Gen...	F.	Yes.	450	6,004	1,104	5,644	280	1	1	100
Ashaway...	Public Library.	L. R. Crandall...	1880	Town...	Gen...	F.	Yes.	374	4,672		6,753	103	1		120
Barrington...	Public Library.	Mrs. Emma S. Brad- ford.	1880	Town...	Gen...	F.	Yes.	1,837	9,631		11,700	397	1		
Bristol...	Rogers Free Library.	George U. Arnold...	1878	Town...	Gen...	F.	Yes.	2,035	18,515		19,048	401	2	1	
Carolina...	Free Public Library.	Friend W. Brooks...	1881	Soc...	Gen...	F.	No.	250	3,396		5,975	139	2		50
Centerville...	Union Library.	Frank C. Angell...	1870	Corp...	Gen...	F.	Yes.	225	5,427		6,439	103	2		52
Center Falls...	Free Public Library.	Edward E. Calder...	1874	City...	Gen...	F.	No.	3,299	40,057	15,000	16,123	962	3		1,144
Crompton...	Free Library.	Bertha M. Brayton...	1876	Corp...	Gen...	F.	No.	211			6,673	114	1		204
East Greenwich...	do.	Mrs. Ella Q. Chap- man.		Soc...	Gen...	F.	Yes.	1,000	16,403		8,441	371	1		350
East Providence (Edgewood Sta.)	Edgewood Free Public Library.	Alice W. Morse...	1897	Soc...	Gen...	F.	S.	1,128	11,780	3,927	5,236	495	1		624
East Providence.	Free Library.	Thomas C. Shedd...	1819	Corp...	Gen...	F.	Yes.	415	4,597		6,700	143	1		175
Do.	Watchemoket Free Public Library.	Mrs. Jennie E. Briggs...	1884	Town...	Gen...	F.	Yes.	821	18,098		9,128	308	2		300
Greenville...	Public Library.	Mary B. Lamb...	1882	Soc...	Gen...	F.	Yes.	178	3,595		6,139	100	3	1	25
Hope Valley...	Langworthy Public Library.	Clara A. Olney...	1888	Corp...	Gen...	F.	Yes.	200	4,231		6,831	148	1		75
Janestown...	Philomenian Library.	Mrs. Lucinda C. Hammond.	1849	Town...	Gen...	F.	Yes.	637	6,083		7,114	146	1	1	100
Kingston...	Free Library.	Frederick A. Lane...	1881	Corp...	Gen...	F.	Yes.	241	3,854	439	8,885	179			
Lakewood...	Library and Reading Room Association.	Frank B. Wight...	1884	Soc...	Gen...	F.	No.	296	4,061	2,500	7,000	134	1		50
Lonsdale...	do.	Lillian M. Pollitt...	1884	Corp...	Gen...	S.	Yes.		6,000				2	1	
Newport...	Newport Historical Society.	Edith M. Tulley...	1854	Soc...	Hist...	M. Fr.	No.				7,500		3	1	1,000
Do.	People's Library.	Luella K. Leavitt...	1870	Corp...	Gen...	F.	Yes.	6,000	42,632	14,200	22,611	801	4	1	1,200
Do.	Redwood Library.	Richard Bliss...	1747	Corp...	Gen...	S. Fr.	No.		11,881		58,165	3,056	3	2	
Oak Lawn...	Public Library.	John L. Sperry...	1896	Corp...	Gen...	F.	No.	200	3,970		6,400	188	1	1	156

\* Salary of assistant librarian.

† Includes 8 branches.

‡ Includes 4 branches.

§ Includes 2 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in use.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building, furniture, etc.	Salary of librarian or assistant librarian.
RHODE ISLAND—continued.																	
Pawtucket.....	Deborah Cook Sayles Public Library. <sup>1</sup>	Harold T. Dougherty	1852	City....	Gen....	F.	No.	Yes.	8,160	118,200			34,503	2,738	9		632,250
Peace Dale.....	Narragansett Library Association.	Gertrude Whittemore.	1855	Soc....	Gen....	F.	Yes.	Yes.	748	25,909	10,000		13,837	488	2	1	800
Phoenix.....	Pawtucket Valley Free Library.	Mrs. Mary E. W. King.	1884	Soc....	Gen....	F.	No.	No.	1,238	13,182			9,447	244	1		125
Providence (Cranston St.)	Arlington Public Library.	Mary F. Walker....	1865	Soc....	Gen....	F.		Yes.	1,120	8,941		2,144	5,216	217	1	1	240
Providence (Elmwood St.)	Auburn Public Library	Clara L. Foster.....	1889	Soc....	Gen....	F.	No.	Yes.	1,300	16,000			9,000	250	1		500
Providence.....	Davis Circulating Library. <sup>1</sup>	William A. McAuslan.	1827	Corp....	Gen....								6,000		3		
Do.....	Department of Education (Traveling Libraries).	Mrs. Anne W. Congdon.	1907	State....	Gen....	F.	Yes.	Yes.	2,500				12,000	410	1		750
Do.....	Gregory's Circulating Library.	Lucy E. Baker.....	1881	Corp....	Gen....	S.	S.			17,800	250		8,000	1,200	1	1	1,000
Providence (Olneyville St.)	Olneyville Free Library.	Harriet H. Richardson.	1875	Soc....	Gen....	F.	Yes.	Yes.	4,800	27,038	6,759	17,500	10,355	996	3	1	600
Providence.....	Providence Athenaeum Public Library. <sup>1</sup>	Grace F. Leonard....	1783	Soc....	Gen....	S.			1,000	63,082	1,974		77,723	2,083	7		
Do.....	Rhode Island Historical Society Library.	William E. Foster....	1878	Corp....	Gen....	F.	Yes.	Yes.	29,883	235,979	44,572		175,434	11,315	52	18	
Do.....	Rhode Island Historical Society Library.	Howard M. Chaplin..	1822	Soc....	Hist....	Fr.	No.	No.				5,000	90,000	407	3	1	1,200
Do.....	Rhode Island Medical Society.	George D. Hersey, M.D.	1879	Soc....	Med....	M.	No.	No.				1,456	25,000	734	1	1	4,600
Do.....	State Law Library....	Clarence F. Allen....	1868	State....	Law....	Fr.							40,000	1,083	3		1,600
Do.....	State Library.....	Harbert O. Brigham..		State....	Gen....	Fr.	No.	No.					35,000	1,715	7		1,600
Riverdale.....	Free Public Library....	Mary W. Blodgett....		Town....	Gen....	F.			321	5,000			5,760	123	2		63

Tipton.....	Whitridge Hall Free Library.	Mrs. Mary J. S. Simson.	Corp...	Gen...	F.	No.	No.	258	3,044	1,000	6,266	175	1	80
Warren.....	George Hall Free Library.	Emilie A. Ide.	Corp...	Gen...	F.	Yes.	No.	1,365	14,326	.....	10,115	220	1	428
Warwick.....	League Free Library.	Mrs. W. H. Lane.	Corp...	Gen...	F.	Yes.	No.	270	4,997	.....	5,276	156	1	.....
Westerly.....	Public Library.	Joseph L. Peacock.	Corp...	Gen...	F.	Yes.	No.	3,882	66,073	16,317	33,027	1,900	8	.....
Woonsocket.....	Harris Institute Library.	Anna H. Ward.	City...	Gen...	F.	Yes.	No.	3,339	35,111	.....	18,661	1,064	4	1,000
SOUTH CAROLINA														
Charleston.....	Charleston Orphan House.	Miss M. McNeill.	Corp...	Gen...	.....	No.	No.	.....	.....	.....	5,053	30	1	.....
Do.....	Library Society.	Ellen M. Fitz Simons.	Soc...	Gen...	M.	No.	No.	706	44,927	.....	42,000	1,210	4	840
Columbia.....	State Library.	Miss L. H. La Borde.	State...	Gen...	F.	No.	No.	.....	.....	.....	75,000	700	1	1,000
Marion.....	Public Library.	Louise M. McMaster.	Town...	Gen...	F.	Yes.	No.	1,700	8,643	3,500	5,000	583	1	2,800
Spartanburg.....	Kennedy Free Library.	Mary M. Baughman.	City...	Gen...	S. Fr.	Yes.	No.	.....	15,522	7,761	7,000	449	2	660
SOUTH DAKOTA.														
Aberdeen.....	Alexander Mitchell Library.	Aurora H. Koehler.	City...	Gen...	F.	Yes.	No.	2,000	18,224	6,717	14,520	323	3	600
Deadwood.....	Public Library.	Elizabeth S. Phelps.	City...	Gen...	F.	Yes.	No.	.....	11,589	.....	5,342	271	1	600
Lead.....	Hearst Free Library and Reading Room.	Katherine D. Steele.	Corp...	Gen...	F.	Yes.	No.	.....	25,235	7,943	11,012	543	2	.....
Mitchell.....	Carnegie Library.	Mabel Harris.	City...	Gen...	F.	S.	No.	4,578	19,912	3,795	5,998	596	2	600
Pierre.....	State Library.	Doane Robinson.	State...	Gen...	F.	Yes.	No.	.....	.....	.....	29,740	6	1	1,800
Do.....	Supreme Court Library.	James S. Sebree.	State...	Law...	F.	No.	No.	.....	.....	.....	9,000	1	1	1,200
Sioux Falls.....	Carnegie Free Public Library.	Nettie L. Current.	City...	Gen...	F.	Yes.	No.	3,000	35,000	10,197	14,894	845	4	720
Vermilion.....	Public Library.	Mildred I. Grange.	City...	Gen...	S. Fr.	S.	No.	500	.....	.....	5,606	225	1	300
TENNESSEE.														
Chattanooga.....	Public Library.	Margaret Dunlap.	City...	Gen...	F.	Yes.	No.	9,183	75,477	21,875	25,083	1,558	13	2,100
Grandview.....	Presbyterian Memorial Library.	Vers Snook.	Soc...	Gen...	F.	No.	No.	79	1,500	500	5,700	400	.....	.....
Knoxville.....	Lawson McGhee Library.	Mary M. Nelson.	Corp...	Gen...	M. Fr.	.....	.....	250	18,385	1,604	24,268	565	3	1
Memphis.....	Bar and Law Library Association.	Mrs. R. M. McNeill.	Soc...	Law...	M. Fr.	No.	No.	.....	.....	.....	16,000	306	2	900
Do.....	Cessitt Library.	Chas. D. Johnston.	Corp...	Gen...	F.	Yes.	No.	13,506	126,602	34,017	87,767	8,000	18	2,400
Nashville.....	Carnegie Library.	Margaret M. E. Kercheval.	City...	Gen...	F.	Yes.	No.	47,762	150,000	85,697	71,827	4,013	13	1,500
Do.....	State Library.	Mary Skeffington.	State...	Gen...	F.	Yes.	No.	.....	17,000	7,000	120,000	.....	3	1,500
National Soldiers Home.	National Home D. V. S. (Carnegie Library).	John Hearn.	Gov...	Gen...	.....	No.	No.	.....	19,463	.....	12,450	458	3	180

\* Includes 4 branches.

\* Includes 6 branches.

\* Salary of assistant librarian.

\* Includes 3 branches.

\* Salary of library visitor.

\* Includes 1 branch.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>TEXAS.</b>																	
Austin.	State Library.	Ernest W. Winkler.	1839	State.	Gen.	F.	Yes.	No.					35,009	1,900	3	3	131,500
Do.	Supreme Court Library.	F. T. Connerly.	1866	State.	Law.	F.	No.	No.					17,000	150	2		11,000
Brownwood.	Carnegie Library.	Virginia Noel.	1904	City.	Gen.	F.	Yes.	No.	4,678	33,312	8,082		5,136	200	1	1	480
Cleburne.	Carnegie Library.	Rebecca Royall.	1904	City.	Gen.	F.	S.	Yes.	3,105	20,007	13,950		6,791	544	2	1	790
Conaueau.	Carnegie Public Li-	Mrs. M. C. Houston.	1906	City.	Gen.	F.	S.		5,009	42,000			9,226	830	2	1	840
Dallas.	Public Library.	Rosa M. Leeper.	1901	Soc.	Gen.	F.	No.	Yes.	12,347	93,110	20,102		38,699	3,592	9	2	1,800
Danison.	XXX Church.	Emma I. Goff.	1890	Soc.	Gen.	F.	Yes.	No.	80	728			5,000	45			1,500
El Paso.	Public Library.	Marion F. Weil.	1904	City.	Gen.	F.	S.	No.	7,200	57,865	12,750		9,103	1,038	3	1	1,500
Fort Worth.	Carnegie Public Li-	Mrs. Charles Scher-	1901	City.	Gen.	F.	S.	Yes.	12,097	71,758	21,244		24,061	2,073	6	2	1,440
Do.	Court of Civil Appeals.	James A. Scott.	1892	State.	Law.	S. F.	No.	No.		1,000			6,500	125			
Do.	Gorman's (Mrs.) Read-	Henrie C. L. Gorman	1886	Corp.	Gen.		No.	No.					9,000				
Galveston.	Court of Civil Appeals.	H. L. Garrett.	1892	State.	Law.								8,000				
Do.	Law Library.	Frank C. Patten.	1904	Corp.	Gen.	F.	No.	Yes.	10,575	78,915	27,533		49,745	3,001	11	3	1,500
Houston.	Lycium and Carnegie Library.	Martha Schmitzer.	1904	City.	Gen.	F.	Yes.	Yes.	13,464	103,864	26,259		36,126	4,068	5	1	1,500
Do.	Lycium and Carnegie Library (colored branch).	Bessie B. Osborne.	1909	City.	Gen.	F.		Yes.	1,472			5,960	5,112	111	3		600
Lockhart.	Dr. Eugene Clark Li-	Edgar H. Rogan.	1899	Corp.	Gen.	F.	S.	No.		1,099	373	12,062	5,027	436	2	1	240
San Antonio.	Carnegie Library.	Cornelia Netz.	1903	City.	Gen.	F.	No.	Yes.	9,099	101,310	26,807		34,534	3,718	8	1	1,500
Temple.	Andrew Carnegie Li-	Mrs. W. S. Banks.	1904	City.	Gen.	F.	Yes.	Yes.	100			500	7,000	600	1	1	480
Tyler.	Carnegie Public Li-	Ethel Pitcher.	1904	City.	Gen.	F.	S.	Yes.	2,919	23,999		4,731	7,465	462	2	1	900

Waco.....	Public Library.....	Pauline McCauley.....	1898	Gen.....	F. F.	S. Yes.	Yes.	10,145	62,050	18,550	16,400	1,413	4	1	1,200
Waxahatchie.....	N. P. Sims Library.....	Irene D. Galloway.....	1905	Gen.....	F. F.	Yes.	Yes.	1,200	10,200	3,734	6,077	211	1	1	720
UTAH.															
Ogden.....	Carnegie Free Library.....	Grace W. Harris.....	1903	Gen.....	F. F.	S. Yes.	Yes.	7,910	46,516	15,343	13,630	1,487	4	1	1,020
Salt Lake City.....	Public Library <sup>1</sup> .....	Joanna H. Sprague.....	1897	Gen.....	F. F.	Yes.	Yes.	21,544	201,688	60,304	46,479	7,150	16	3	1,800
Do.....	State Library.....	H. W. Griffith.....	1883	Law.....	F. F.	No.	No.				14,516	478			
VERMONT.															
Barre.....	Aldrich Public Library.....	Catherine R. Mathieson.....	1873	Gen.....	F. F.	Yes.	Yes.	6,674			10,340	555	2	1	520
Ballows Falls.....	Rockingham Free Public Library.....	Mrs. Nellie M. Planter.....	1888	Gen.....	F. F.	S. Yes.	Yes.	500	25,300		10,800	293	2		520
Barnington.....	Free Library.....	Josephine M. Keeler.....	1865	Gen.....	F. F.	S. Yes.	Yes.	1,644	29,359	9,393	6,831	602	2		550
Brattleboro.....	Free Public Library.....	Mrs. F. F. Kingsley.....	1891	Gen.....	F. F.	Yes.	Yes.	472	10,303	2,320	6,000	335	2	1	
Burlington.....	Public Library.....	Mary Shakerover.....	1842	Gen.....	F. F.	S. Yes.	Yes.	42,662	42,662	14,231	19,648	960	2	1	700
	Bishop of Vermont Library.....		1893	Theo.....	F. F.						6,736	585			
Do.....	Fletcher Free Library.....	George D. Smith.....	1873	Gen.....	F. F.	S. Yes.	Yes.	7,600	78,325	18,943	40,000	1,589	4	1	1,350
Cavendish.....	Fletcher Town Library.....	E. C. White.....	1870	Gen.....	F. F.	Yes.	No.	419	8,164		7,200	75	2		150
Chelsea.....	Public Library.....	Mary J. Gearing.....	1891	Gen.....	F. F.	No.	Yes.	542	12,203	2,840	9,229	1,719			
Danby.....	S. L. Griffith Memorial Library.....	Vera H. Griffith.....	1903	Gen.....	F. F.	Yes.	Yes.				7,766	353	1	1	400
Derby Line.....	Haskell Free Library.....	O. M. Carpenter.....	1903	Gen.....	F. F.	Yes.	No.	1,200	16,613	2,747	6,970	373	2	1	900
Fair Haven.....	Free Library.....	Ellen F. Deley.....	1893	Gen.....	F. F.	Yes.	Yes.	4,962			7,810	259	2	1	450
Ludlow.....	Fletcher Memorial Library.....	Frances M. Pierce.....	1901	Gen.....	F. F.	Yes.	Yes.	1,288	17,311	4,751	10,322	345	2	1	175
Manchester.....	Mark Skinner Library.....	Eleanor Eggleston.....	1897	Gen.....	S. F.	Yes.	Yes.	523	9,419		18,415	231	2	1	360
Middlebury.....	Public Library.....	Susan E. Yrribald.....	1866	Gen.....	F. F.	Yes.	Yes.	1,430	22,664	5,666	8,046	417	2	1	900
Montpelier.....	Kellogg-Hubbard Library.....	Evelyn S. Lease.....	1906	Gen.....	F. F.	Yes.	Yes.	4,032	66,965	24,255	27,618	1,577	3	1	900
Do.....	State Library.....	Geo. W. Wing.....	1825	Gen.....	F. F.	Yes.	Yes.	600	6,578		66,631	3,500	5	1	500
Newbury.....	Tenney Memorial Library.....	Frances M. Atkinson.....	1897	Gen.....	F. F.	Yes.	Yes.				6,011	148	1		150
Newport.....	Goodrich Memorial Library.....	Lizzie M. Sargent.....	1899	Gen.....	F. F.	S. Yes.	Yes.		22,275		9,159	325	1	1	416
Praetor.....	Free Library.....	Mary K. Norton.....	1881	Gen.....	F. F.	Yes.	Yes.	1,098	13,983		8,130	309	3	2	675
Randolph.....	Kimball Public Library.....	Dexter C. Moulton.....	1896	Gen.....	F. F.	Yes.	No.		13,091	2,887	7,671	328	1	1	312
Rutland.....	Free Library.....	Lucy D. Cheney.....	1866	Gen.....	F. F.	S. Yes.	Yes.		62,143	14,171	7,689	701	3	1	900
St. Albans.....	Public Library.....	Bertha C. Johnson.....	1868	Gen.....	F. F.	Yes.	Yes.		7,400		8,949	454	2	1	400
St. Johnsbury.....	St. Johnsbury Atheneum.....	Edward T. Farbanks.....	1871	Gen.....	F. F.	Yes.	Yes.		24,585	7,782	18,000	461			
Springfield.....	Town Library.....	Elizabeth M. McCutchy.....	1874	Gen.....	F. F.	S. Yes.	Yes.		50,135	12,710			2	1	460
Stratford.....	Harris Library.....	Mrs. George M. Moore.....	1912	Gen.....	F. F.	Yes.	Yes.				5,750	100	1		50
Vergennes.....	Bibb Memorial Free Library.....	Frances Hobart.....	1912	Gen.....	F. F.	Yes.	Yes.	1,225	22,020	7,340	6,200	6,200	2	1	1,000

\* Includes 2 branches.

\* Includes 1 branch.

<sup>1</sup> Salary of first assistant.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
VERMONT—CON.																	
Windsor.....	Library Association.....	Marsh O. Perkins.....	1883	Soc.....	Gen.....	Fr.....	Yes.....	Yes.....	800.....	20,000.....	10,000.....		14,000.....	450.....		3.....	\$300.....
Woodstock.....	Norman Williams Public Library.....	Alice L. Eaton.....	1884	Corp.....	Gen.....	F.....	Yes.....	Yes.....	8,927.....	25,601.....	6,198.....		18,626.....	385.....		2.....	600.....
VIRGINIA.																	
Fredricksburg.....	Wallace Library.....	Sally N. Gravatt.....	1910	Corp.....	Gen.....	F.....	Yes.....		750.....	9,708.....	4,854.....		5,000.....	248.....	1.....		300.....
National Soldiers Home.....	National Home D. V. S. (Southern Branch).....	H. F. Meyer.....	1875	Gov.....	Gen.....				500.....	13,665.....		47,018.....	8,539.....	25.....	2.....		240.....
Norfolk.....	Norfolk Public Library.....	Wm. H. Sargeant.....	1870	City.....	Gen.....	F.....	S.....	No.....	10,590.....	72,878.....	9,019.....		30,207.....	962.....	8.....	1.....	900.....
Richmond.....	State Law Library.....	William W. Scott.....	1823	State.....	Law.....					7,300.....			20,000.....	426.....	5.....	1.....	1,800.....
Do.....	State Library.....	Henry R. McIlwain.....	1823	State.....	Gen.....	Fr.....	Yes.....	Yes.....	1,140.....	8,083.....		33,376.....	91,832.....	4,865.....	10.....	2.....	2,500.....
Do.....	Virginia Baptist Historical Society.....	Charles H. Ryland.....	1876	Corp.....	Hist.....		No.....	No.....					8,000.....				
Do.....	Virginia Historical Society.....	Wm. G. Stanard.....	1831	Corp.....	Hist.....	F.....	M.....						15,000.....				
WASHINGTON.																	
Bellingham.....	Public Library.....	Grace E. Switzer.....	1904	City.....	Gen.....	F.....	Yes.....	Yes.....	13,750.....	81,190.....	23,600.....	85,000.....	15,926.....	2,417.....	7.....	2.....	1,020.....
Everett.....	Public Library.....	M. Adelaide E. Wharfe.....	1898	City.....	Gen.....	F.....	Yes.....	Yes.....	5,000.....	52,653.....	16,937.....	20,000.....	10,555.....	1,062.....	4.....	1.....	750.....
North Yakima.....	do.....	Bessie C. Hall.....	1892	City.....	Gen.....	F.....	S.....	No.....	2,244.....	23,800.....		77,000.....	5,000.....	687.....	3.....	1.....	750.....
Olympia.....	State Library.....	I. M. Hitt.....	1833	State.....	Gen.....	F.....	Yes.....	Yes.....					28,000.....	1,306.....	2.....		1,500.....
Do.....	State Traveling Library.....	Mrs. Lou G. Diven.....	1901	State.....	Gen.....	F.....	Yes.....	Yes.....					11,293.....	1,506.....	2.....		1,490.....
Bluff.....	Public Library.....	Carl Thompson.....	1891	City.....	Gen.....	F.....	Yes.....	Yes.....	752.....	10,550.....		20,742.....	175,352.....	31,400.....	24.....	27.....	5,000.....
Seattle.....	Public Library.....	Jackson W. Cummings.....	1891	City.....	Gen.....	F.....	S.....	No.....	46,837.....	832,124.....	313,587.....	1,000,000.....	343,153.....	11,506.....	93.....	3.....	5,000.....
Spokane.....	Public Library.....	George W. Fuller.....	1894	City.....	Gen.....	F.....	S.....	No.....	23,810.....	343,153.....	124,266.....		55,320.....	11,506.....	20.....	3.....	2,400.....
Do.....	Public Library.....	Franklin F. Hopper.....	1899	City.....	Gen.....	F.....	S.....	No.....	15,246.....	335,946.....	145,044.....		65,284.....	9,814.....	30.....	3.....	2,400.....
Do.....	Public Library.....	Ellen G. Smith.....	1906	City.....	Gen.....	F.....	Yes.....	Yes.....	3,099.....	41,187.....	13,371.....		9,286.....	637.....	3.....	1.....	1,200.....
Walla Walla.....	Free Public Library.....			City.....	Gen.....	F.....	Yes.....	Yes.....									

WEST VIRGINIA.																			
Charleston.....	State Library.....	1863	State.....	Law.....	F.....	No. No.	.....	.....	.....	25,000	500	3	1	1,200	3,000	3	1	1,200	3,000
Do.....	West Virginia Department of Archives and History.....	1905	State.....	Gen.....	F.....	No. No.	.....	.....	.....	50,000	4,000	4	.....	.....	.....	.....	.....	.....	.....
Huntington.....	Public Library.....	1902	City.....	Gen.....	F.....	S. S.	7,011	44,457	8,776	11,070	1,465	3	1	720	720	3	1	720	720
Parkersburg.....	High School and Public Library.....	1905	City.....	Gen.....	F.....	S. S.	3,805	56,502	13,717	24,917	1,307	3	1	780	780	3	1	780	780
Wheeling.....	Public Library.....	1859	City.....	Gen.....	F.....	No.	10,713	79,201	11,709	29,826	1,972	4	1	1,200	1,200	4	1	1,200	1,200
WISCONSIN.																			
Antigo.....	Free Public Library.....	.....	City.....	Gen.....	F.....	Yes.	5,006	31,889	17,926	8,716	1,217	3	.....	720	720	3	.....	720	720
Appleton.....	Vaughn Public Library.....	1897	City.....	Gen.....	F.....	Yes.	4,217	50,989	20,620	12,558	1,48	3	1	900	900	3	1	900	900
Ashland.....	Free Public Library.....	1887	Soc.....	Gen.....	F.....	Yes.	3,006	20,753	10,885	7,389	988	2	1	740	740	2	1	740	740
Baraboo.....	Williams Free Library.....	1867	City.....	Gen.....	F.....	S.	2,123	30,790	.....	9,087	598	2	1	600	600	2	1	600	600
Beaver Dam.....	Public Library.....	1865	City.....	Gen.....	F.....	No.	1,724	26,428	6,843	8,491	411	2	1	600	600	2	1	600	600
Beloit.....	do.....	1904	City.....	Gen.....	F.....	S.	8,782	56,382	17,488	14,671	920	3	1	600	600	3	1	600	600
Berlin.....	do.....	1883	City.....	Gen.....	F.....	S.	1,841	20,968	7,868	6,256	431	1	1	480	480	1	1	480	480
Chippewa Falls.....	do.....	1883	City.....	Gen.....	F.....	S.	3,399	43,355	17,079	10,075	747	3	1	480	480	3	1	480	480
Darlington.....	do.....	1900	City.....	Gen.....	F.....	No.	572	11,129	4,821	6,167	.....	1	1	240	240	1	1	240	240
De Pere.....	do.....	1878	City.....	Gen.....	F.....	S.	1,562	22,926	7,251	6,047	447	2	1	520	520	2	1	520	520
Eau Claire.....	do.....	1875	City.....	Gen.....	F.....	Yes.	6,353	90,186	33,717	23,114	1,662	5	1	900	900	5	1	900	900
Eausville.....	do.....	.....	City.....	Gen.....	F.....	Yes.	1,666	17,866	5,529	6,091	348	1	1	300	300	1	1	300	300
Fond du Lac.....	Eager Free Public Library.....	1876	City.....	Gen.....	F.....	S.	5,000	64,718	21,145	30,121	1,761	4	1	600	600	4	1	600	600
Grand Rapids.....	Public Library.....	1899	City.....	Gen.....	F.....	Yes.	2,490	27,166	9,204	8,651	630	2	.....	540	540	2	.....	540	540
Green Bay.....	T. B. Scott Public Library.....	1889	City.....	Gen.....	F.....	S.	5,001	68,900	25,975	26,000	1,171	4	2	840	840	4	2	840	840
Hudson.....	Kellogg Public Library.....	1889	City.....	Gen.....	F.....	Yes.	5,001	68,900	25,975	26,000	1,171	4	2	840	840	4	2	840	840
Janesville.....	Public Library.....	1904	City.....	Gen.....	F.....	Yes.	2,032	26,219	12,287	5,108	204	2	1	600	600	2	1	600	600
Kaukauna.....	do.....	1865	City.....	Gen.....	F.....	S.	4,107	60,667	22,749	18,280	909	4	1	900	900	4	1	900	900
Kenosha.....	Free Public Library.....	1899	City.....	Gen.....	F.....	Yes.	2,451	17,743	7,080	5,640	312	1	1	480	480	1	1	480	480
La Crosse.....	Gilbert M. Simmons Library.....	1900	City.....	Gen.....	F.....	Yes.	6,312	107,588	34,322	26,560	1,640	7	1	1,020	1,020	7	1	1,020	1,020
Madison.....	Public Library.....	1888	Corp.....	Gen.....	F.....	Yes.	9,889	97,354	41,317	21,966	2,650	8	2	1,200	1,200	8	2	1,200	1,200
Do.....	Free Historical Society of Wisconsin.....	1853	State.....	Gen.....	F.....	Yes.	16,394	152,153	51,083	29,521	3,220	9	3	1,200	1,200	9	3	1,200	1,200
Do.....	State Library.....	1836	State.....	Law.....	F.....	No.	.....	.....	.....	54,000	2,000	3	2	2,500	2,500	3	2	2,500	2,500
Do.....	Wisconsin Free Library Commission.....	1895	State.....	Gen.....	F.....	Yes.	58,997	.....	.....	45,000	5,000	5	.....	2,000	2,000	5	.....	2,000	2,000
Manitowoc.....	Public Library.....	1899	City.....	Gen.....	F.....	S.	4,259	40,469	19,700	10,889	809	3	1	940	940	3	1	940	940
Marinette.....	Stenhouse Public Library.....	1878	City.....	Gen.....	F.....	S.	4,513	54,923	25,132	13,520	1,310	4	1	900	900	4	1	900	900
Marshfield.....	Free Library.....	1901	City.....	Gen.....	F.....	Yes.	3,816	38,104	22,742	6,866	499	2	1	780	780	2	1	780	780
Menosha.....	Elsha D. Smith Library.....	1906	City.....	Gen.....	F.....	Yes.	2,490	30,080	15,528	9,453	928	2	1	540	540	2	1	540	540
Menomonee.....	Tanier Memorial Free Library.....	1890	Corp.....	Gen.....	F.....	Yes.	4,383	52,180	23,908	12,713	502	4	.....	600	600	4	.....	600	600

\* Includes 3 branches.

\* Includes 9 branches.

\* Includes 7 branches.

\* Includes 1 branch.

\* Includes pamphlets.

\* Includes 2 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1915.—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in use.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
WISCONSIN—con.																	
Merrill.....	T. B. Scott Free Library.....	Katharine C. Barker.	1891	City.....	Gen.....	F.	Yes.	Yes.	1,893	29,091	12,146	.....	12,000	294	2	1	\$600
Milwaukee.....	Milwaukee Law Library Association.	William W. Wight..	1860	Corp.....	Law.....	M.	.....	.....	.....	.....	.....	.....	12,000	350	.....	.....	.....
Do.....	Milwaukee Medical Society.	Willbur L. LeCron, M. D.	1888	Soc.....	Med.....	.....	.....	No.	.....	.....	.....	.....	8,000	300	1	1	1,360
Do.....	Public Library <sup>1</sup> .	Charles E. McLene- gan.	1878	City.....	Gen.....	F.	No.	Yes.	58,398	1,149,648	320,795	.....	286,664	20,770	54	23	4,000*
Do.....	Public Museum.	Carl Thal.	1883	City.....	Sol.....	Fr.	No.	No.	.....	.....	.....	.....	7,761	529	1	.....	1,600
Mineral Point.....	Public Library.....	Margaret A. Craw- ford.	1885	City.....	Gen.....	F.	S.	Yes.	1,053	10,536	2,794	.....	5,080	178	1	.....	240
Mount Calvary.....	Cappuchin Monastery Library.	Rev. Fr. Corbinian Veraake.	1857	Corp.....	Gen.....	.....	.....	No.	.....	.....	.....	.....	10,066	370	.....	.....	.....
National Home.....	National Home D. V. S. Library.	Emmet F. Phelps....	1881	Gov.....	Gen.....	.....	.....	.....	600	47,516	.....	175,000	16,000	516	8	1	.....
Neenah.....	Public Library.....	Cora I. Lansing.....	1884	City.....	Gen.....	F.	Yes.	Yes.	2,500	39,471	13,798	.....	13,008	558	2	1	720
Oconomowoc.....	Free Public Library.....	Esther Humphrey....	1883	Soc.....	Gen.....	F.	Yes.	Yes.	1,204	8,568	.....	3,079	8,764	161	1	1	311
Oconto.....	Fansworth Public Library.	Marie B. Boehm.....	1903	City.....	Gen.....	F.	Yes.	Yes.	2,316	84,088	12,394	.....	6,108	490	3	2	660
Oshkosh.....	Public Library <sup>1</sup> .	Julia Rupp.....	1868	City.....	Gen.....	F.	Yes.	Yes.	9,715	138,816	49,194	33,597	28,124	8,068	7	2	1,100
Racine.....	Public Library <sup>1</sup> .	Mary J. Calkins.....	1887	City.....	Gen.....	F.	S.	Yes.	11,713	127,253	62,091	.....	22,258	2,458	7	1	900
Rhineinder.....	Public Library.....	Harriet L. Allen.....	1897	City.....	Gen.....	F.	S.	Yes.	2,332	24,363	9,396	12,000	6,200	408	2	2	720
Rice Lake.....	Free Public Library.....	Myrtle Dean.....	1897	City.....	Gen.....	F.	S.	No.	1,935	19,179	8,566	6,500	4,860	422	2	1	480
Ripon.....	Public Library.....	Blanche Thompson....	1896	City.....	Gen.....	F.	Yes.	Yes.	1,750	15,975	6,121	.....	8,970	341	2	1	480
Shioyan.....	Public Library.....	Bertha Marx.....	1897	City.....	Gen.....	F.	S.	Yes.	7,000	60,937	30,398	.....	12,124	499	4	1	1,080
Sparta.....	Free Library.....	Jennie Bouten.....	1874	City.....	Gen.....	F.	Yes.	Yes.	2,080	27,602	8,538	.....	7,844	322	2	1	480
Stevens Point.....	Public Library.....	Mary Dunegan.....	1898	City.....	Gen.....	F.	Yes.	Yes.	1,738	30,406	8,548	11,000	6,584	533	2	1	600
Superior.....	do.....	Blanch L. Unter- kircher.	1886	City.....	Gen.....	F.	Yes.	Yes.	9,853	104,497	40,064	.....	26,869	3,260	9	1	1,200
Washburn.....	Free Public Library.....	May M. Greenwood..	.....	City.....	Gen.....	F.	Yes.	Yes.	1,613	16,708	8,115	.....	5,153	197	1	1	480

Watertown.....	do.	Mabel Smith.....	1903	City.....	Gen.....	F.	Yes.	4,121	37,089	12,455	6,551	2	1	720
Waukena.....	do.	Fannie U. Ellis.....	1888	City.....	Gen.....	F.	S.	4,353	27,701	4,686	7,418	1	1	420
Waupun.....	Public Library.....	Clara L. Lindsay.....	1888	City.....	Gen.....	F.	Yes.	2,060	17,153	4,686	7,136	2	1	420
Wausau.....	do.	Grace M. Stevens.....	1904	City.....	Gen.....	F.	Yes.	6,642	52,648	19,816	8,631	3	1	1,020
Watwatosa.....	do.	Winifred Bailey.....	1886	City.....	Gen.....	F.	Yes.	1,410	14,480	4,261	5,868	3	1	600
Whitewater.....	do.	Ella A. Hamilton.....	1899	City.....	Gen.....	F.	Yes.	2,320	22,270	4,203	7,504	2	1	420
WYOMING.														
Cheyenne.....	Public Library Association of Laramie County.....	Genevra Brock.....	1901	Soc.....	Gen.....	F.	Yes.	3,302	1,416	470	15,500	3	1	900
Do.....	State Law Library.....	Frances A. Davis.....	1871	State.....	Law.....	F.	Yes.	350			60,000	2	3	1,500
Evanston.....	Union County Public Library.....	Margaret H. Foley.....	1906	Soc.....	Gen.....	F.	Yes.	1,735	19,987	10,000	5,635	1	1	720
Laramie.....	Carnegie Public Library.....	William S. Ingham.....	1905	County.....	Gen.....	F.	Yes.	3,608	32,482	16,000	10,283	1	1	1,500

<sup>1</sup> Salary of assistant librarian.<sup>2</sup> Includes 6 branches.<sup>3</sup> Includes 1 branch.<sup>4</sup> Includes 2 branches.

TABLE 35.—Statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Name of librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to members or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Number bound volumes.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian or assistant librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
WISCONSIN—CON.																	
Merrill.....	T. B. Scott Free Library.....	Katharine C. Barker.	1891	City.....	Gen.....	F.	Yes.	Yes.	1,883	29,091	12,146		12,000	294	2	1	\$800
Milwaukee.....	Milwaukee Lay Library Association.	William W. Wight..	1860	Corp.....	Law.....	M.							12,000	350			
Do.....	Milwaukee Medical Society.	Wilbur L. LeCron,	1888	Soc.....	Med.....			No.					8,000	300	1	1	1,360
Do.....	Public Library <sup>1</sup> .....	M. D. Charles E. McLene-	1878	City.....	Gen.....	F.	No.	Yes.	58,398	149,648	320,795		265,984	20,770	54	23	4,000.
Do.....	Public Museum.....	Carl Thal.	1883	City.....	Sol.....	Fr.	No.	No.					7,761	529	1		1,600
Mineral Point.....	Public Library.....	Margaret A. Crawford.	1895	City.....	Gen.....	F.	No.	Yes.	1,063	10,586	2,794		5,080	178	1		240
Mount Calvary.....	Cappuchin Monastery Library.....	Rev. Fr. Corbinian Vreeland.	1857	Corp.....	Gen.....		No.	No.					10,085	370			
National Home.....	National Home D. V. S. Library.....	Emmet F. Phelps..	1881	Gov.....	Gen.....				600	47,516		175,000	16,000	516	3	1	
Neenah.....	Public Library.....	Cora I. Lansing	1884	City.....	Gen.....	F.	Yes.	Yes.	2,500	32,471	13,798		13,006	558	2	1	720
Oconomowoc.....	Free Public Library.....	Esther Humphrey.	1893	Soc.....	Gen.....	F.	Yes.	Yes.	2,204	8,886	3,079		5,794	161	1	1	311
Oconto.....	Fansworth Public Library.	Marie B. Boehm.	1903	City.....	Gen.....	F.	Yes.	Yes.	2,316	34,083	13,394		8,103	490	3	2	600
Oshkosh.....	Public Library <sup>1</sup> .....	Julia Rupp.	1868	City.....	Gen.....	F.	Yes.	Yes.	9,715	133,316	49,194	53,597	28,134	8,053	7	2	1,100
Racine.....	Public Library <sup>4</sup> .....	Mary J. Cairns	1867	City.....	Gen.....	F.	S.	Yes.	11,713	127,258	62,091		22,238	2,458	7	1	700
Rhineland.....	Public Library.....	Harriet L. Allen.	1897	City.....	Gen.....	F.	S.	Yes.	2,352	24,353	9,396	12,000	6,205	9,408	2	2	720
Rice Lake.....	Free Public Library.....	Myrtle Dean.	1897	City.....	Gen.....	F.	S.	No.	1,965	18,179	8,369	6,500	4,960	462	2	1	450
Ripon.....	Public Library.....	Blanche Thompson.	1896	City.....	Gen.....	F.	Yes.	Yes.	1,750	18,975	6,121		6,970	541	2		450
Shaboygan.....	.....do.....	Bertie Marx.	1897	City.....	Gen.....	F.	S.	Yes.	7,000	60,637	30,398		13,124	499	4	1	1,020
Sparta.....	Free Library.....	Jennie Scooten.	1874	City.....	Gen.....	F.	Yes.	Yes.	2,080	27,632	8,838		7,544	352	2	1	450
Stevens Point.....	Public Library.....	Mary Dunegan.	1888	City.....	Gen.....	F.	Yes.	Yes.	1,738	30,405	8,548	11,000	6,864	323	2	1	600
Superior.....	.....do.....	Blanch L. Under-	1888	City.....	Gen.....	F.	Yes.	Yes.	9,853	104,497	40,694		26,909	3,263	9	1	1,200
Washburn.....	Free Public Library.....	Kirker.		City.....	Gen.....	F.	Yes.	Yes.	1,613	16,708	8,115		5,152	197	1	1	490
		May M. Greenwood.															

Watertown.....	do.....	Mabel Smith.....	1903	City.....	Gen.....	F.....	Yes.	Yes.	4,121	37,089	12,455	6,551	.....	2	1	720
Waukecha.....	do.....	Fauna L. Ellis.....	1898	City.....	Gen.....	F.....	Yes.	Yes.	4,353	27,701	4,698	7,418	464	1	1	420
Waupun.....	Public Library.....	Clara L. Lindsey.....	1888	City.....	Gen.....	F.....	Yes.	Yes.	2,800	17,183	4,698	7,136	304	2	1	420
Wauvatoa.....	do.....	Grace M. Stevens.....	1904	City.....	Gen.....	F.....	Yes.	Yes.	6,042	52,648	19,816	8,451	1,044	3	1	1,020
Whitewater.....	do.....	Winifred Bailey.....	1896	City.....	Gen.....	F.....	Yes.	Yes.	1,410	14,480	4,241	5,958	462	3	1	600
.....	do.....	Ella A. Hamilton.....	1899	City.....	Gen.....	F.....	Yes.	Yes.	2,320	23,270	4,203	7,504	574	2	1	420
WYOMING.																
Cheyenne.....	Public Library Association of Laramie County.....	Genevra Brock.....	1901	Soc.....	Gen.....	F.....	Yes.	Yes.	3,302	1,416	470	15,500	1,324	3	1	900
Do.....	State Law Library <sup>4</sup> .....	Frances A. Davis.....	1871	State.....	Law.....	F.....	Yes.	Yes.	350	.....	.....	60,000	1,000	2	3	1,500
Evanson.....	Union County Public Library.....	Margaret H. Foley.....	1906	Soc.....	Gen.....	F.....	Yes.	No.	1,735	19,967	10,000	5,435	205	1	1	720
Laramie.....	Garnegie Public Library.....	William S. Ingham.....	1905	County	Gen.....	F.....	Yes.	Yes.	3,608	32,482	16,000	10,263	1,158	1	1	1,500

<sup>1</sup> Salary of assistant librarian.<sup>2</sup> Includes 6 branches.<sup>3</sup> Includes 1 branch.<sup>4</sup> Includes 2 branches.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913.

[Abbreviations.—Column 3: O., owned; R., rented; F., furnished free.]

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.							
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
ALABAMA.																			
Bar Association, Birmingham.....		F.			No.					\$1,548	\$1,548	\$450		\$28	\$72	\$700	\$300	\$1,548	
Public Library, Birmingham.....		O.	\$20,000		No.		\$5,085			1,818	6,903	908	\$270	632		5,085	7	6,903	
Public Library, Gadsden.....		O.	10,000	\$15,000			1,000			452	1,452	433			137	720	84	1,374	
Mobile Library, Mobile.....		R.																	
Y. M. C. A. Public Library, Mobile.....		O.	50,000	75,000	No.		4,500			211	211	60	110	41				211	
Montgomery Library Association.....		O.								564	5,064	946	166	138	278	2,611	495	4,627	
State and Supreme Court Library, Montgomery.....		F.					6,880				6,880	1,442				3,840		5,283	
State Department of Archives and History, Montgomery.....		F.			No.			\$80		40	100	60	30	10				100	
St. Bernard Abbey, St. Bernard.....		F.			No.					681	1,681	285	40		100	933	98	1,456	
Carnegie Library, Selma.....		O.	11,000	15,000			1,000			700	2,500	550	126		35	1,450	361	2,522	
Public Library, Talladega.....	\$10,000	O.	25,000	30,000			1,200		\$600										
Helen Keller Library and Literary Association, Tusculum.....		O.	2,000	5,000						788	788	75	10		20		603	708	
Geological Survey of Alabama, University.....		F.			No.														
ARIZONA.																			
Copper Queen Library, Bisbee.....		O.	70,000	100,000	No.						4,993	465	331	60	642	2,935	450	4,933	
Carnegie Public Library, Phoenix.....		F.	23,000	50,000	3	(?)	5,886			101	5,987	2,129	200	500	340	1,866	956	5,991	
State Library, Phoenix.....		O.	20,000		No.		3,100				3,100	2,500				600		3,100	
Public Library, Prescott.....		O.	15,000	18,000	No.														
Carnegie Free Library, Tucson.....		O.	25,000		Yes.	\$2,000	600			48	2,648	621	152		191	1,680		2,644	

## ARKANSAS.

Carnegie Library, Fort Smith.	O.	35,000	50,000	No.	2,500	1,292	3,792	964	110	47	1,511	955	3,607
State Library, Little Rock.	F.												
Supreme Court Library, Little Rock.	F.			No.	2,500	1,290	3,790	4,000	( <sup>1</sup> )	400	2,100		6,500
New Subiaco Abbey, Subiaco.	O.					650	650	300	150	200			650
Railroad Y. M. C. A. Library, Texarkana.						100		81	68				149

## CALIFORNIA.

Free Library, Alameda.	O.	35,000	45,000	Yes.	11,445	532	11,977	3,293	538	338	613	5,120	11,966
Public Library, Alhambra.	O.	25,000	50,000	Yes.	5,587	172	5,759	2,355	170	264	475	1,579	5,213
Beale Memorial Library, Bakersfield.	O.	10,500	20,000	Yes.	( <sup>1</sup> )	336	13,469	2,238	410	1,188	435	4,874	11,499
Kern County Free Library, Bakersfield.	F.						19,000	4,290	278	96			9,309
Public Library, Berkeley.	O.	40,000	100,000	$\frac{1}{2}$	23,535	1,211	24,746	4,736	897	377	1,878	3,112	9,309
Public Library, Chico.	O.	10,000		1	( <sup>1</sup> )	1,081	3,891	477	127	136	377	1,633	2,018
Public Library, Corona.	O.	12,500		$\frac{1}{2}$	2,730	148	2,878	408	148	118	310	1,400	2,771
Commodore Beach Library.	O.	10,000		$\frac{1}{2}$	1,428	139	1,567	298	127	33	176	927	1,753
Public Library, Covina.	O.	9,000	15,000	$\frac{1}{2}$		117	1,517	345	92	15	32	775	91
Free Library, Eureka.	O.	26,101	35,000	$\frac{1}{2}$	4,648	111	4,759	1,025	371	101	205	2,506	1,157
Free Public Library, Fresno.	O.	30,000	75,000	$\frac{1}{2}$	9,034	862	11,096	3,099	317	404	589	4,050	9,504
Fresno County Free Library, Fresno.	R.			Yes.	( <sup>1</sup> )		14,000	1,949	189	319	1,124	4,110	1,305
Free Library, Hayward.	O.	10,000	12,000	Yes.	1,500		1,500		62		900	162	1,124
Public Library, Long Beach.	O.	47,000		$\frac{1}{2}$	18,647	1,526	20,173	4,653	1,813	1,792	588	9,480	21,997
District Court of Appeals, Los Angeles.	R.						750	750					750
Los Angeles County Law Library, Los Angeles.	F.			No.		18,000	18,000	12,500	( <sup>1</sup> )	( <sup>1</sup> )		5,000	17,500
Public Library, Los Angeles.	O.	65,250		$\frac{1}{2}$	146,404	9,848	156,252	36,301	3,634	10,072	17,132	79,461	23,531
Public Library, Los Gatos.	O.	10,000	15,000	1	1,200	96	1,296	506	81		116	608	1,311
City Library, Marysville.	O.	75,000		No.		300	1,020	100	100	100	720		1,020
Stanislaus County Free Library, Modesto.	O.	22,000	25,000	Yes.	12,166		12,166	5,000	400	500	300	3,500	2,466
Public Library, Monrovia.	O.	10,000		1	3,340	279	3,619	745	135	125	242	1,766	3,459
Goodman Library, Napa.	O.	15,000	20,000	$\frac{1}{2}$	3,511	103	3,614	985	( <sup>1</sup> )	430	190	2,160	3,765
Public Library, National City.	O.	10,000		Yes.	1,528		1,528	198	92	52	72	645	1,284
Alameda County Free Library, Oakland.	F.					397	16,397	4,221	513	59	226	6,520	3,548
Alameda County Law Library, Oakland.	F.			No.		1,156	6,160	4,045		68		1,080	966
Free Library, Oakland.	O.	50,000	100,000	Yes.	83,511	2,874	86,383	11,417	3,168	1,856	7,475	53,972	7,543
Public Library, Oceanside.	R.			2	1,077	36	1,113	334		75	60	135	82
Public Library, Ontario.	O.	12,000	15,000	Yes.	2,800	156	2,956	607	147	116	166	1,273	499

<sup>1</sup> Value of branch. Main library rents.

\* Includes \$1,340 received for building fund.

The main library and one branch are in buildings furnished free to the library.

<sup>1</sup> Value of two branches.

\* Included in column 8.

\* Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by subscription or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CALIFORNIA—continued.																		
Free Public Library, Orange.	O.	O.	\$10,000	\$11,000	$\frac{7}{16}$ Yes.	\$1,260				\$1,453	\$2,713	\$104	\$98	\$26	\$99	\$952	\$307	\$1,676
Public Library, Oxnard.	O.	O.	17,000	21,000	$\frac{7}{16}$ Yes.	2,080	\$150			160	2,396	749	141	172	207	1,632	276	2,396
Public Library, Pacific Grove.	O.	O.	14,500	25,000	$\frac{7}{16}$ Yes.	2,183				263	2,446	496	91	129	161	1,020	763	2,650
Public Library, Palo Alto.	O.	O.	11,000		Yes.	3,946				1,307	5,253	601	213	203	847	2,040	609	4,673
Public Library, Pasadena.	O.	O.	35,000	45,000	Yes.	(7)	24,229			1,356	25,685	6,044	797	805	1,843	14,931	2,287	27,337
Public Library, Petaluma.	O.	O.	10,500	20,000	Yes.	3,030				3,030	3,030	356	118	127	257	1,600	231	2,749
Public Library, Pomona.	O.	O.	25,000	30,000	Yes.	11,215				582	11,797	2,671	501	634	363	6,013	3,721	13,903
A. K. Smiley Public Library, Redlands.	O.	O.	65,000	75,000	Yes.	10,902				460	11,362	2,216	403	233	827	4,983	2,041	10,763
Public Library, Richmond.	O.	O.	17,500	22,500	Yes.	6,275				702	7,037	1,979	115		608	2,862	522	10,763
Public Library, Riverside.	O.	O.	48,000	63,000	Yes.	17,208	\$,610			2,405	23,283	8,960	815	415	1,356	6,927	6,207	24,730
City Library, Sacramento.	O.	O.	22,500	65,000	Yes.	20,947				290	27,237	8,640	1,008	1,008		13,188	2,604	47,105
State Library, Sacramento.	O.	F.				49,200					49,200	4,755	1,888	651		32,917	9,648	46,939
Free Public Library, San Bernardino.	O.	O.	20,000	40,000	1 $\frac{1}{2}$ Yes.	6,010				482	6,492	1,534	354	299	347	2,725	1,153	8,412
Free Public Library, San Diego.	O.	O.	60,000	260,000	Yes.	17,270				1,044	18,314	3,108	497	2,183	787	8,786	1,760	17,121
San Diego County Law Library, San Diego.	O.	O.																
Bar Association, San Francisco.	F.	F.								2,500	2,500	1,666				300	15	1,975
Bibliothèque de la Ligue Nationale Française, San Francisco.	R.	R.						\$7,000			7,000	1,100	83		3,600	1,800	217	6,800
California Academy of Sciences, San Francisco.	R.	R.			No.					1,800	1,800				960	900		1,860
California Development Board, San Francisco.	R.	R.			No.							1,200	300	200				1,700
Mechanics-Mercantile Library, San Francisco.	F.	F.			No.					80	80	50		30				80
Public Library, San Francisco.	O.	O.	43,781	793,781	Yes.	81,807		15,606			15,606	10,128 (?)	1,910	4,181		8,938	4,037	23,153
Public Library, San Francisco.	O.	O.								3,493	86,300	13,645				41,910	7,094	72,631

[illegible]

**2 Included in column 13.**

<sup>1</sup> Included in column 8.

COLORADO.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1		2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
COLORADO—continued.																		
Public Library, Denver.		O.	\$275,000	\$500,000	No.		\$60,000			\$3,603	\$3,603	\$17,883	\$935	\$4,671	\$5,005	\$23,597	\$6,452	\$63,603
State Library, Denver.		F.			No.		500			807	1,307	60	15	32		1,000	200	1,307
Supreme Court, Denver.		F.			No.		8,000				8,000	3,000	120	60		1,500		4,080
Walcott-Symes Law Library, Denver.		O.			No.		2,500			1,700	1,700	1,200				500		1,700
Public Library, Durango.		O.	15,000	25,000	No.		500			429	2,929	365	90	108	300	1,140	909	2,912
Public Library, Fort Collins.		O.	13,000	20,000	1	\$2,292				426	3,218	616	208	152	647	1,440	191	3,154
Carnegie Public Library, Grand Junction.		O.	8,000	40,000	No.		2,000				2,000	208	46			866	390	1,500
Public Library, Greeley.		O.	20,000		No.		2,000			468	2,468	744	94	114	144	1,295	77	2,498
Young Folks' Library, La Junta.		O.		35,000	1	2,635				2,583	4,618	700	150	136	125	1,389	630	3,130
Public Library, Leadville.		O.	20,000		Yes.	1,642		\$25		546	2,213	113	(?)	104	223	1,322	426	2,188
Walsh Public Library, Ouray.		F.			Yes.	(c)	675				675	45	84			480	3	612
McClelland Public Library, Pueblo		O.	75,000		No.		7,000			711	7,711	1,814	264	163	510	4,019	941	7,711
Pueblo County Medical Society, Pueblo.		F.			No.													
Carnegie Public Library, Trinidad.	\$4,600	O.	17,000	19,000	Yes	(c)	3,375		\$424	286	4,085	1,450				1,620	676	3,746
CONNECTICUT.																		
Ansonia Library.		O.			No.		4,000		843	1,057	5,900	963	188	221	501	2,412	500	4,905
James Blackstone Memorial Library, Branford.	21,000	O.	40,000		No.													
Fairfield County Law Library, Bridgeport.	284,300	O.			No.				13,350	6,496	19,846	2,286	427		1,340	4,622	11,279	19,964
Public Library, Bridgeport.		F.			No.		1,500			600	2,100	1,500	(?)			600		2,100
Public Library, Bristol.	47,684	O.	44,000	66,000	Yes.	24,419				409	24,828	3,828	151	813	2,318	9,532	2,526	20,168
Douglas Library, Canaan.	2,270	O.	2,500	3,500	No.		6,000		2,400	394	8,414	2,548	203	288	735	3,398	1,563	8,745
Public Library, Cheshire.	9,000	F.			No.		100		450	30	4,580	200	15	25		200		440



TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—(Continued.)

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by state, county, or city.	Allegation or subscription of society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CONNECTICUT—continued.																		
Public Library, New London.....	\$26,840	O.	\$20,000	\$30,000	No.	\$550	\$100		\$1,240	\$130	\$2,070	\$640	\$77	\$50	\$305	\$760	\$183	\$2,155
Newtown Library.....	300	O.	10,000		No.				33	271	304	61	33			125	45	297
Norfolk Library.....		O.	100,000		No.					5,000	5,000	600	280	92	580	1,860	1,267	4,079
Gilbert Library, Northfield.....	5,000	F.			No.				202	3	205	103	35			49	2	199
Frederick H. Cossitt Library, North Granby.....		O.		5,000			120			185	305	120	36			65	5	233
Public Library, Norwalk.....		O.	23,111	35,000			3,000			2,338	15,338	715	169	190	578	1,620	483	8,704
Circulating Library, Norwich.....		R.					4,500			5,629	10,129	1,566	270	308	47	2,330	8,647	13,633
Otis Library, Norwich.....		O.	4,200	10,000			290			5,240	5,240	161				29	29	233
Pomfret Library, Pomfret Center.....	3,000	O.	6,000		No.		300		120	30	450	219		49	114	277	10	805
Buck Library, Portland.....	1,000	F.			No.		1,000		40	67	1,107	200		36	100	450	10	1,005
Free Public Library, Putnam.....	32,033	O.	46,000	60,000	No.				2,370	506	2,876	183	44	5	215	1,224	412	2,033
Ridgedale Library.....	38,875	O.	90,000	125,000	No.		500		2,220	565	3,285	603	100	146	381	1,672	432	8,384
Scottie Memorial Library, Salisbury.....	30,000	O.	40,000	50,000			300		1,150	113	1,593	242	58			496	489	1,563
Public Library, Seymour.....	800	F.			No.		800		60	100	930	283	60	72		495	125	1,035
Hutchins Library, Sharon.....	20,000	O.	2,500		No.				800	200	1,000	232	83		164	390	140	1,011
Plumb Memorial Library, Shelton.....	35,000	O.	35,000		No.		2,000		1,500	617	4,117	541	181	96		1,618	1,412	4,117
Free Library, Simsbury.....	17,500	O.	8,000	10,000	No.		2,800		748	17	1,965	518				43	220	828
Public Library, South Manchester.....		O.	7,500				1,300			100	1,400	239	56	46	124	595	345	1,408
Free Library, South Norwalk.....		O.	20,000	30,000	Yes.	(9)	3,100			153	3,253	827	183			73	330	2,916
Pequot Library, Southport.....	36,000	O.	75,000		No.				2,562	1,400	4,022	712	230	252	895	1,400	601	5,789
Standford Library Association, Standford Springs.....		O.			No.													
Ferguson Library, Stamford.....		O.	80,000	122,500			10,000			827	10,827	1,008	362	662	704	5,559	1,033	10,147
Free Library, Stratford.....		O.	26,000	26,000	No.					900	900	179	3	27		201	171	684
Library Association, Stratford.....	4,025	O.	23,000	30,000			1,375		226	507	2,107	250	114	71	223	848	250	1,784

Kent Memorial Library, Suffield...	25,000	O.	52,000	60,000	.....	1,200	.....	483	98	1,731	154	114	41	321	851	149	1,029
Public Library, Thomaston	.....	O.	.....	.....	.....	200	\$500	.....	28	1,728	225	.....	.....	200	300	41	1,766
Enfield Public Library, Thomp-	.....	.....	.....	.....	.....	800	.....	.....	50	850	155	40	.....	526	277	173	795
sonville	55,000	F.	60,000	100,000	No.	.....	.....	3,700	2,168	5,868	1,145	287	280	.....	427	173	4,407
Torrington Library	.....	O.	.....	.....	.....	.....	.....	.....	1,000	1,000	350	.....	.....	526	216	.....	822
(R. F. D.)	20,000	O.	3,000	5,000	No.	.....	.....	1,060	592	3,371	463	155	147	224	1,532	548	3,069
Raymond Library, Unassville	.....	O.	26,000	33,000	Yes	1,729	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gunn Memorial Library, Wash-	.....	O.	25,000	30,000	No.	.....	.....	725	105	830	50	32	.....	186	335	347	960
ington	16,000	O.	60,000	60,000	No.	9,000	.....	12,792	1,408	23,200	4,518	603	1,502	1,115	11,437	1,037	20,832
Stiles Bronson Library, Waterbury	257,841	O.	15,000	17,000	No.	.....	.....	1,806	60	1,866	833	85	37	162	873	68	1,758
Library Association, Watertown	31,975	O.	55,000	75,000	No.	1,000	.....	1,479	575	2,054	556	.....	.....	389	650	346	1,941
Westport Library	12,000	O.	.....	.....	No.	300	62	.....	25	387	199	32	98	43	149	2	823
Public Library, Westchester	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
State Prison, Westchester	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunham Hall Library, Willman-	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
tic	.....	F.	.....	.....	No.	.....	588	.....	.....	588	120	.....	.....	.....	468	.....	588
Public Library, Willmantic	.....	F.	.....	.....	No.	1,000	.....	.....	.....	1,000	196	68	66	59	430	127	1,000
Beardsley Library, Winsted	11,075	O.	18,000	30,000	No.	1,800	.....	891	363	3,064	480	55	110	408	1,198	292	2,543
DELAWARE.																	
State Library, Dover	.....	.....	.....	.....	No.	3,013	.....	.....	.....	3,013	500	.....	.....	1,000	1,513	.....	3,013
Library Association, Smyrna	.....	F.	.....	.....	No.	.....	.....	.....	100	100	60	.....	.....	.....	25	.....	85
Historical Society of Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Law Library of New Castle	.....	R.	.....	.....	No.	300	.....	.....	1,521	1,821	17	.....	.....	.....	420	849	1,286
County, Wilmington	.....	F.	.....	.....	No.	.....	.....	.....	1,123	1,123	600	.....	.....	48	240	200	1,088
Wilmington Institute Free Li-	220,000	O.	.....	.....	.....	13,434	250	9,083	1,864	24,641	3,975	810	1,061	1,604	11,910	4,277	28,457
brary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.																	
Bar Association, Washington	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bureau of Railway Economics	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	R.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Government Hospital for Insane	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	F.	.....	.....	.....	1,000	.....	.....	645	1,645	560	365	.....	.....	720	.....	1,645
I. O. O. F. Library, Washington	.....	.....	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Library of Congress, Washington	.....	O.	6,347,000	.....	No.	764,804	.....	.....	764,804	93,000	5,000	232,000	.....	458,004	6,900	764,804	.....
National Society Daughters Amer-	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
ican Revolution, Washington	.....	F.	.....	.....	.....	.....	1,025	.....	.....	1,025	.....	125	.....	.....	900	.....	1,025
Pan American Union (Columbus	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Memorial Library) Washington	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peabody Library, Washington	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public Library, Washington	.....	O.	415,000	417,000	No.	63,000	.....	.....	5,854	68,854	10,445	1,269	4,051	4,641	44,102	3,799	68,307
Supreme Council 33° (Masonic),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	F.	.....	.....	No.	.....	3,000	.....	3,000	6,000	4,000	.....	.....	.....	2,000	.....	6,000

\* Included in column 8.

† Includes \$1,737 received for building fund.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force, and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
DISTRICT OF COLUMBIA—contd.																		
U. S. Department of Agriculture, Washington.....		F.			No.		\$11,250			\$14,304	\$55,584	\$7,050	\$3,650	\$9,759	\$443	\$27,140	\$7,209	\$55,341
Weather Bureau.....		F.			No.		8,357				8,357	1,000	(1)	957		6,400		8,357
U. S. Department of Commerce, Washington:		R.			No.		2,993				2,993	326	363	204		2,100		2,993
Bureau of the Census.....					No.													
Bureau of Fisheries.....		R.			No.		5,017				5,017	1,220	617	1,580		1,600		5,017
Bureau of Foreign and Domestic Commerce.....		F.			No.		5,964				5,964	321	223			5,420		5,964
Bureau of Standards.....		F.			No.													
Coast and Geodetic Survey.....		F.			No.													
U. S. Department of Interior, Washington:		F.			No.		13,100				13,100	2,400	480	500		9,720		13,100
Bureau of Education.....		F.			No.		4,910				4,910	1,500		650		2,700		4,910
Bureau of Mines.....		R.			No.		10,840				10,840	1,100	700			9,040		10,840
Geological Survey.....		F.			No.													
Patent Office (Scientific Library).....		F.			No.		2,500				2,500	365	874		(?)	(?)	806	2,045
U. S. Department of Justice, Washington.....		R.			No.		8,320				8,320	3,500				4,820		8,320
U. S. Department of Labor, Washington.....		R.			No.													
U. S. Department of the Navy, Washington.....		R.			No.		5,520				5,520	1,000	(1)	(1)		4,520		5,520
Naval Observatory.....		No.			No.													
U. S. Department of State, Washington:		No.			No.		2,927				2,927	453	205	600		1,579		2,927
Bureau of Rolls and Library.....		No.			No.		2,000				2,000	2,000						2,000

U. S. Department of the Treasury, Washington:	F.	No.	3,700			3,700	500			3,200	3,700
Bureau of Public Health Service.	F.	No.	300			300	300				300
Office of Solicitor of the Treasury.	O.	No.	10,000			10,000	5,000				10,000
U. S. Department of War, Washington.	F.	No.	6,800			6,800				6,800	6,800
Surgeon General's Office.	R.	No.	6,751			6,751	1,089	719	91	3,660	5,559
U. S. House of Representatives, Washington.	F.	No.	2,920			2,920				2,920	2,920
U. S. Interstate Commerce Commission, Washington.	F.	No.									
U. S. Public Documents Library, Washington.	F.	No.									
U. S. Senate, Washington.	F.	No.									
U. S. Smithsonian Institution, Washington.	F.	No.	\$3,381			3,381	347	53	1,053	1,928	3,381
Bureau of American Ethnology	F.	No.	4,200			4,200	964	387	741	1,835	4,200
U. S. Soldiers' Home, Washington.											
FLORIDA.											
Free Public Library, Jacksonville.	O.	No.	13,820		900	14,720	3,750	525	1,000	600	14,720
Free Public Library, St. Augustine	O.	No.	50		441	658	89	46	5	200	340
Saint Leo Abbey Library.	F.	No.		\$167		125	50	25	50		125
GEORGIA.											
Carnegie Library, Atlanta.	O.	No.	27,205			27,205	7,513		466	751	13,671
State Library, Atlanta.	F.	Yes.	3,000			3,000		( <sup>c</sup> )		159	3,000
Public Library, Columbus.	O.		\$2,800		489	3,289	1,359			1,573	3,393
Price Free Library, Macon.	O.		840			840	420	30		12	50
Clarke Library Association, Marietta.	O.	4,000			158	158	34	20		40	54
Carnegie Library, Montezuma.	O.	12,500				1,000	800	75		40	880
Public Library, Savannah.	F.	No.	10,000		1,271	11,271	3,912	228	184	4,345	979
Mary Willis Library, Washington.	O.	No.	15,000		1,280	1,280	291	87		25	1,024
IDAHO.											
Carnegie Public Library, Boise.	O.	Yes.	2,903		596	3,499	1,968	242	301	781	8,238
Idaho Free Traveling Library Commission, Boise.	F.		4,000			4,000	993			1,920	1,067
Idaho State Library, Boise.	O.	No.	150		5,545	5,695					4,000
Cornegie Library, Lewiston.	F.	No.	1,500		285	1,785	370	91	33	281	75

Salaries not paid from library funds.

<sup>1</sup> Included in column 13.

# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Name of library	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
ILLINOIS.																		
Jennie D. Hayner Free Library Association, Alton.....	\$18,000	O.	\$53,000		No.	\$8,313			\$2,385	\$3,260	\$5,645	\$395		\$138	\$202	\$1,731	\$551	\$3,077
Public Library, Aurora.....		O.	50,000	\$50,000	Yes.	1,549				285	8,598	1,690	\$372	521	1,258	4,849	1,108	9,798
Public Library, Batavia.....		O.		10,000	Yes.					53	1,602	300	75	80	212	1,413		2,080
Public Library, Belleville.....		F.					\$5,000			121	5,121	375	176	89		2,390	216	3,293
Ida Public Library, Belleville.....		O.	17,500	21,000			1,750			87	1,837	359	65	60	235	643	212	1,374
Chicago & Alton Employees' Library Association, Bloomington.....		O.						\$581			581	74	30			540		644
Withers Public Library, Bloomington.....		O.									10,000	1,440	274	147	1,000	4,836	342	8,089
Public Library, Blue Island.....		O.	25,000	50,000	Yes.	( )	10,000				1,500							1,017
Public Library, Cairo.....		O.	25,000	40,000	Yes.	4,105				170	4,275	490	157	166	186	1,910	1,630	4,509
Township Library, Cambridge.....		F.			Yes.	850					850	500	(3)	(3)		300		2,450
Purdin Public Library, Canton.....		O.	16,000	25,000	Yes.	2,700					2,700	300	100	100		1,900		2,400
Free Public Library, Carthage.....		F.			Yes.	( )	600				600	40	22	120	340		25	2,407
Public Library, Centralia.....		O.	20,000		Yes.	1,453	287				1,920	211	101	87	373	1,158	157	2,967
Burnham Athenaeum, Champaign.....	10,000	O.	30,000	35,000	Yes.	( )	4,500		505	236	5,241	485	336	737	453	2,573	1,852	6,222
Free Public Library, Charleston.....		O.	15,000	20,000	Yes.	1,500				212	1,712	312		61	181	728	78	1,960
Alliance Francaise Library, Chicago.....		O.			No.					600	600					600		600
American and National Express Employees' Library Association, Chicago.....		F.			No.					60	60	50	10					60
Ashtland Block Law Library, Chicago.....		F.			No.													
Chicago Academy of Sciences.....		F.			No.													
Chicago Bar Association.....		F.			No.					5,707	8,207	3,059		704		3,439	1,005	8,207
Chicago Historical Society.....	102,811	O.	190,000	225,000	No.					380	9,933	453			891	9,103	4,407	10,004
Chicago Law Institute.....		O.			No.					21,000	21,000	5,007		2,500		9,650	6,390	24,205

Field Museum of Natural History, Chicago.	3,504,000	R.				222,206	1,218	223,424	30,357	9,550	10,489	35,477	59,486	33,121	178,979
John Crerar Library, Chicago.		F.						6,242	40	100			5,280	822	6,242
Municipal Reference Library, Chicago.	2,624,735	O.				98,158		98,158	16,535	2,164	6,113	4,945	37,213		66,970
Newberry Library, Chicago.		F.				210		210	40	20			150		210
Press Club, Chicago.		F.				11,869		11,869	38,708	6,649	20,068	17,210	229,580	34,810	347,965
Public Library, Chicago.	2,500,000	O.				3,250		3,250	670	100	300	180	2,000		3,250
Pullman Public Library (Pullman P. O.), Chicago.		F.						6,510	3,000	800			2,400		6,510
University Club of Chicago.		F.						424	104		125			193	424
Western Society of Engineers, Chicago.		F.													
Free Public Library, Chicago Heights.	15,000	O.					100	2,340	281	49	101	300	1,450	159	2,340
Vesperian Warner Library, Clinton.		O.						2,896	496	90	128	194	1,230	728	3,161
Public Library, Danville.	23,000	O.						8,827	1,965	309	660	967	3,372	1,237	8,500
Soldiers Home, Danville.	40,000	O.						1,372	622	270			450		1,372
Free Public Library, Decatur.	25,000	O.						897	2,172	381	742	637	600	712	9,583
Public Library, De Kalb.	60,000	O.						2,200	479	157	169		600	352	1,750
Public Library, Dixon.		F.						2,766	766	118	275	500	840	267	2,766
Public Library, Earlville.	22,000	O.						344		60	79		277		411
Public Library, East St. Louis.	10,000	O.						12,205	2,360	311	826	867	6,298	3,696	14,338
Public Library, Evanston.	60,000	O.						12,437	1,767	434	619	779	4,062	2,748	10,436
Public Library, Freeport.	135,464	O.						5,705	1,769	338	711	1,132	8,260	2,064	14,923
Public Library, Galena.	30,000	O.						7,213	1,518	496	134	538	2,980	809	5,670
Public Library, Galesburg.	25,000	O.						2,286	182	162	80	333	1,165	320	2,235
Public Library, Geneva.	90,000	O.						7,213	1,518	496	350	338	4,179	1,084	7,870
Public Library, Highland Park.	15,000	O.						5,608	1,192	182	9	388	1,020	67	2,838
Public Library, Hinsdale.	10,000	O.						1,978	125	105	60	180	1,400		1,930
Public Library, Hoopston.	35,000	O.						1,978	125	105	60	180	1,400		1,930
Public Library, Jacksonville.		O.						1,832	450						1,469
Public Library, Joliet.	20,000	O.						611	450	500	114	110	401	1,210	2,504
State Penitentiary, Joliet.	18,000	O.						1,416	189	( <sup>1</sup> )	76	324	445	193	1,227
Steel Works Club, Joliet.	12,500	R.						2,373	405	57	22	104	996	140	1,724
Public Library, Knoxville.	45,000	O.						4,330	560	206	218	488	2,649	404	4,489
Public Library, La Grange.	175,000	O.						10,100	555	218	598	524	5,260	2,539	10,424
Public Library, LaSalle.	10,000	O.						4,337	300	25	50		1,600	1,270	1,645
Public Library, Lincoln.		F.						2,247	359	272	64		1,740	22	2,247
Public Library, Macomb.	1,700	F.						558	3,530	342	115	90	220	268	2,814
Public Library, Mattoon.	46,000	O.						6,694	14,310	929	147	237	491	2,701	5,178
Public Library, Maywood.	12,500	O.						323	1,950	449	( <sup>1</sup> )	365	865	114	1,783
Public Library, Mazon.	32,000	F.						142	2,742	912	99	118	1,370	170	2,669
Public Library, McHenry.	35,000	O.						650	8,300	800	40	240	1,690		2,955
Public Library, Mendota.	2,000	O.						550	3,630	318	150	175	77	1,835	2,940
City Public Library, Macomb.	15,500	O.						51	2,412	644	85	174	348	193	2,349
Public Library, Madison.	27,500	O.						189	3,117	187	124	90	1,752	362	2,515
Public Library, Maywood.	18,000	O.						13	2,478	267	56	82	270	1,173	2,181

<sup>1</sup> Includes \$44,446 received for building fund.  
<sup>2</sup> Includes value of two branch buildings.

<sup>3</sup> Expenditures paid from surplus of former years.  
<sup>4</sup> Includes \$3,000 received for building fund.

<sup>1</sup> Included in column 8.  
<sup>2</sup> Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.					Expenditures for the last fiscal year.												
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allocation by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
ILLINOIS—continued.																		
Southern Illinois Penitentiary, Mendota.		F.			Yes.	\$350					\$350							
Graves Public Library, Mendota.		O.	\$10,000	\$15,000	Yes.	1,200				\$48	1,248	\$163	\$44	\$45	\$112	\$518	\$322	\$1,544
Public Library, Mendota.		O.	63,303	100,000	Yes.	7,964				2,874	10,868	1,021	219	508	789	3,367	4,394	10,868
Warren County Library and Reading Room Association, Mendota.																		
Albion Library, Morrisville.		O.	41,000	53,000	No.		\$1,000		\$710	3,600	4,400	825	210	250	935	1,132	410	3,792
George C. Walker Library, Morgan Park.	\$14,200	F.								125	1,125	157	106	21	57	720		1,061
Odell Public Library, Morrison.		O.	8,000	12,000	Yes.	2,300		\$220			2,300	627	98	60	164	504	390	1,781
Appellate Court, Mount Vernon.		F.				1,000				133	1,533	369	35	60	304	555	32	1,355
Nichols Library, Naperville.		O.	10,000	15,000	Yes.	1,425	74	37		66	1,003	277	74	90		300	349	1,470
Public Library, Oak Park.		O.	11,500	13,500	Yes.	8,220				2,416	10,636	1,597	235	640	1,506	5,043	671	10,292
Carnegie Library, Olney.		O.	3,000	7,500	Yes.	1,100				25	1,125	150	115	90	83	563	48	1,779
Free Public Library, Okauchee.		O.			Yes.	300	1,700				1,700	323	130	300		204	150	1,700
Appellate Court, Ottawa.		O.		70,000					5,500	350	5,850	900	100	150	550	2,000	2,350	3,000
Reddicks Library, Ottawa.	\$7,000	O.			?	1,500					5,800	200	36	11	140	1,500	724	2,441
Public Library, Pana.		O.	18,000	30,000	Yes.	2,440					2,440	500	117			1,500	724	2,441
Carnegie Library, Paris.		O.	10,000	15,000	?	1,005	70			370	1,451	316	51	45	283	538	198	1,421
Carnegie Library, Paxton.		O.	15,360	30,000	Yes.	(-)	2,800				2,800	209	92	100	127	1,321	156	2,008
Public Library, Pekin.		R.								389	389	77				9	240	319
Law Library Association, Peoria.		O.	67,850	125,000	Yes.	24,301				1,360	26,101	4,077	851	3,931	563	12,288	4,391	26,161
Public Library, Peoria.		O.	7,500	8,500	Yes.	750					750	106	17	34	158	393	40	750
Public Library, Pittsfield.		O.																
Little Rock Township Public Library, Plano.		O.	10,250	15,000	Yes.	1,071					1,071	482	31	67	103	428	266	1,405
Buffalo Township Free Public Library, Polo.		O.	12,000	16,500	Yes.	1,307				57	1,364		58		224	550		832

	O.	F.	10,000	20,000	Yes.	(1)	1,900	185	1,955	600	65	25	1,404	200	2,207
Public Library, Pontiac		F.					1,750		1,750	1,300			780	200	1,780
State Reformatory, Pontiac		O.	22,700	25,000	No.		2,200	23,562	25,762	246	(*)	171	504	36	960
Mason Public Library, Princeton		O.													
Free Public Library and Reading Room, Quincy		O.	30,000	40,000	Yes.	(1)	7,500	184	19,084	1,717	416	433	3,633	1,002	7,761
Public Library, Rockford		O.	70,000	100,000	Yes.	(1)	17,840	1,192	19,032	2,835	606	972	9,217	2,053	18,956
Talbot Free Library, Rockton		O.	4,000	5,000	Yes.		1,498	120		200	25	50	250	25	600
Free Public Library, Shelbyville		O.	18,000	20,000	Yes.	(1)	1,486	141	1,630	471	81	94	704	155	1,563
Free Public Library, Springfield		O.	83,000	125,000	Yes.	(1)	14,056		14,056	2,251	271	467	7,563	869	12,356
State Library, Springfield		F.					9,200		9,200	2,000	(*)		7,300		9,200
State Museum of Natural History, Springfield		F.													
Supreme Court, Springfield							8,600		8,600	3,500	(*)		3,600		8,600
Public Library, Sterling		O.	35,000	45,000	Yes.	2,836	2,000	103	2,800	52	110	358	2,900	103	1,699
Public Library, Streator		O.	13,000	18,000	Yes.	(1)	1,200	137	1,300	413	103	137	2,040	669	3,500
Public Library, Sycamore		O.	15,000	20,000	Yes.	2,250	1,200	154	2,404	625	96	109	1,765	319	1,347
Public Library, Taylorville		O.				2,650	43	43	2,693	397	80	110	1,160	433	2,345
Free Library, Urbana		F.				732		15	747	196		54	790	1,167	2,534
Free Public Library, Warren		O.	7,600	10,000	Yes.								371	151	822
Free Public Library and Reading Room, Warsaw		R.				(1)	350	250	623	232	23		246	117	777
Public Library, Watseka		O.	12,000		Yes.										
Public Library, Watseka		O.	27,000	47,500	Yes.	5,181		218	5,399	583	53		2,358	770	4,318
Adams Memorial Library, Wheaton		O.													
Free Public Library, Wilmington		O.	30,000		No.	1,800	1,700	166	1,896	250	75		1,020	347	1,867
Free Public Library, Winnetka		O.	11,000		2	2,286	101	96	1,800	55	43		1,865	50	1,734
Public Library, Woodstock		F.	25,000	37,500	Yes.		1,000	95	2,495	400	47	65	1,461	367	2,569
								95	1,045	503	39	103	360	63	1,068
INDIANA.															
Carnegie Public Library, Anderson		O.	52,000	76,000	Yes.				450	150	12				386
Public Library, Aurora		O.	21,000		Yes.	450							224		
Public Library, Bedford		O.	17,000		Yes.	1,942		57	1,996	304	100	100	353	161	2,250
City Public Library, Bluffton		O.	20,000	20,000	Yes.	2,200			2,200	350	50	100	1,200	220	2,200
Public Library, Brazil		O.													
Henry Henley Public Library, Carthage		O.	6,500	7,400	Yes.	550			550	213			250	333	706
People's Free Library, Columbia City		R.			Yes.	1,700									
Public Library, Columbus		O.	19,200	25,000	Yes.	5,837		64	1,700	300	25	345	650	75	1,395
Public Library, Connersville		O.	17,500	20,000	Yes.	2,688		77	2,765	276	211	265	1,440	800	2,560
Public Library, Crawfordsville		O.	26,000	30,000	Yes.	2,650		223	2,873	754	115	(*)	1,180	600	2,154
Public Library, Danville		O.	10,000		Yes.	1,900			1,900	345	73		1,230	286	2,984
Public Library, Decatur		O.	14,000	15,000	Yes.	2,168			2,168	434	50	55	731	386	1,911
Public Library, Elkhart		O.	35,000	75,000	Yes.	5,792		312	6,104	942	324	532	3,431	136	5,533
Public Library, Elwood		O.	30,000		Yes.	3,000		86	3,949	804	196	118	397	3,998	
Public Library, Evansville		O.	50,000	55,000	Yes.	16,168		145	16,313	4,500	175		4,800	2,000	11,875
Willard Library, Evansville		O.	61,635	80,000	Yes.	1,887		5,683	7,570	1,642		81	34	3,944	5,916
Public Library, Fort Wayne		O.	110,700	135,000	Yes.	19,870		483	20,353	4,117	700	1,049	1,265	2,957	20,353

\* Included in column 13.

\* Includes \$22,700 received for building fund.

\* Included in column 8.

\* Not including \$1,400 received for building fund.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.					Expenditures for the last fiscal year.							
						Received directly from taxation.	Appropriated by State, county, or city.	Alloiment by individual or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
INDIANA—continued.																		
Public Library, Frankfort.		O.	\$24,000	\$35,000	Yes.	\$2,081				\$824	\$3,505	\$480	(1)	(1)	\$734	\$800	\$180	\$2,200
Public Library, Cory.		O.	70,000	105,000	1	16,553				596	17,149	4,042	\$422	\$337	1,577	5,561	4,308	16,447
Public Library, Goshen.		O.	25,000	29,000	Yes.	3,115				19	3,134	582	133	175	195	1,570	613	3,908
Carnegie Public Library, Greencastle.		O.	20,152	25,000	Yes.	1,200					1,200	175	75	50		660		960
Public Library, Greenfield.		O.	10,000		Yes.													
Carnegie Public Library, Greensburg.		O.	15,000	26,000	Yes.	2,948				33	2,981	607	91	20	18	1,145	121	2,002
Public Library, Hammond.		O.	27,000	55,000	Yes.	5,084				223	5,317	756	234	239	689	2,038	454	4,090
Public Library, Hartford City.		O.	15,000	18,000	Yes.	2,559					2,559	898	91	103	79	1,010		2,241
City Free Library, Huntington.		O.	28,000			\$4,882					4,882	1,006	184	170	357	1,935	389	4,041
Indiana Law Library, Indianapolis.		O.			No.	7,500					7,500	3,200		1,000		3,000		7,200
Bar Association, Indianapolis.		F.			No.				\$985		985	515		162	14	173	121	985
Law Building Library, Indianapolis.					No.													
Public Library, Indianapolis.		O.	150,000	400,000	Yes.	\$4,240	21,200			3,500	87,700	7,000	1,500	6,000	4,795	32,890	11,940	134,125
State Library, Indianapolis.		O.			No.						21,200	4,500	(1)	(1)		13,300	2,900	30,700
Township Public Library, Jeffersonville.		O.			Yes.	2,109				101	2,210	402	66	149	150	935	271	2,033
Carnegie Public Library, Kokomo.		O.	16,000		Yes.	4,203				93	4,296	995	(1)	324	324	1,945	722	4,310
Public Library, La Fayette.		O.	31,000		Yes.	6,000					6,000	950	221	300		2,340		3,817
Public Library, Laporte.		O.	15,000		Yes.	4,324				203	4,727	1,534	(1)	(1)		1,465	1,407	4,408
Public Library, Lebanon.		O.	15,000	20,000	Yes.	2,551	2,054			240	4,531	1,279			1,302	1,580	541	4,702
Public Library, Logansport.		O.	35,000		Yes.	3,500				120	3,620	300	175	248	615	1,910		8,248
Public Library, Madison.		R.			No.		500				500	100						100
Public Library, Marion.		O.	50,000	62,000	Yes.	(1)	7,048			413	8,061	1,759	271			3,408	2,158	7,090
Public Library, Michigan City.	\$12,000	O.	35,000	40,000	Yes.	3,363			\$1,353		4,716	500	127	220	384	2,063	117	7,066
State Prison, Michigan City.		O.			Yes.		700				700	450						5,417
Public Library, Mishawaka.		F.			No.		1,067				1,067	139		50		450		639

Public Library, Montpelier		O.	10,000	Yes.	1,771												
Alexandrian Free Public Library, Mount Vernon.	6,000	O.	14,000	17,800	Yes.	1,800											
Public Library, Muncie		O.	55,900	90,000	Yes.	10,437											
National Home D. V. S. (Harris Library), National Institute, New Yorkmen's Institute, New Harmony						999											
Public Library, Peru.	O.	O.	23,000	30,000	No.		6,927										
Carnegie Free Library, Portland	O.	O.	25,000	35,000	Yes.	6,675											
Public Library, Princeton.	O.	O.	15,000	22,000	Yes.	2,500											
Public Library, Pottsville.	O.	O.	13,000	18,000	Yes.	2,369		720									
Public Library, Rochester.	O.	O.	18,000	20,000	Yes.	2,246	862										
Public Library, Seymour.	O.	O.	10,000	15,000	Yes.	2,150											
Carnegie Public Library, Shelbyville	O.	O.	20,000	30,000	Yes.	1,733											
Public Library, South Bend	O.	O.	20,000	24,000	Yes.	1,709											
Emeline Fairbanks Memorial Library, Terre Haute.	O.	O.	31,000	100,000	Yes.	13,884											
Public Library, Toledo.	O.	O.	80,000	100,000	Yes.	15,331	789	45									
Public Library, Valparaiso.	O.	O.	20,000	20,000	Yes.	1,208		300									
City Free Library, Vincennes.	O.	O.		2,857	Yes.	2,857											
Carnegie Library, Wabash.	O.	O.	20,000	25,000	Yes.	2,000											
Public Library, Whiting.	O.	O.	20,000	23,000	Yes.	7,565											
IOWA.																	
Free Public Library, Algona.	250	O.	11,000	15,000	Yes.	1,125		25									
Public Library, Ames.	O.	O.	16,000		Yes.	2,381		113									
State Reformatory, Anamosa.					No.												
Carnegie Free Public Library, Atlantic.																	
Erieon Public Library, Boone.	O.	O.	12,500		Yes.	1,352											
Free Public Library, Burlington.	O.	O.	60,000	25,000	Yes.	2,607	100										
Public Library, Cedar Falls.	O.	O.	15,000	20,000	Yes.	7,844		180									
Iowa Masonic Library, Cedar Rapids.	O.	O.	30,000	70,000	Yes.	2,572											
Public Library, Cedar Rapids.	O.	O.					25,000										
Drake Free Public Library, Centerville.	O.	O.	35,000	45,000	Yes.	1,615		50									
Public Library, Charles City.	O.	O.	12,500		Yes.	2,354											
Public Library, Cherokee.	O.	O.	12,000	18,000	Yes.	1,359	35										
Public Library, Clarinda.	O.	O.	15,000	20,000	Yes.	2,446											
Free Public Library, Clinton.	O.	O.	45,000	55,000	Yes.	6,614											
Free Public Library, Corning.	O.	O.	3,000	5,000	Yes.	1,214											
Free Public Library, Council Bluffs.	O.	O.	70,000	125,000	Yes.	8,348											
Academy of Sciences, Davenport.	O.	O.			No.												
Grant Law Library, Davenport.	O.	O.	75,000	150,000	Yes.	21,773											
Public Library, Davenport.	O.	O.			Yes.												

\* Includes \$10,000 received for building fund.

**Included in column 8.**

<sup>1</sup> Included in column 13.

IOVA,

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allegation by institution or society.	From permanent productive fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
IOWA—continued.																		
Free Public Library, Des Moines.		O.	\$350,000	\$500,000	1½	\$30,040				\$1,113	\$31,753	\$7,572	\$243	\$1,967	\$2,351	\$14,190	\$4,551	\$31,591
Free Traveling Library, Des Moines.							\$11,000				11,000	2,525	111	353		5,625		8,616
Historical Department Library, Des Moines.		F.					2,400				2,400	1,200	1,790	2,247		1,200		2,400
State Library, Des Moines.		F.					32,700				32,700	9,792	1,790	2,247		14,700		28,529
Carnegie-Schultz Free Public Library, Dubuque.		O.	\$4,000	100,000	Yes.	8,422				2,305	10,727	930	342	623	1,085	4,645	581	8,206
Free Public Library, Estherville.		O.	13,000	15,000	Yes.	1,839				346	1,185	224	91	98	90	600	173	1,276
Free Public Library, Fairfield.		O.	40,000	100,000	Yes.	1,206				722	1,206	21	87	117		520	517	1,262
Free Public Library, Fort Dodge.		O.	50,000	80,000	Yes.	2,082				13	2,094	600	85		430	900	122	2,227
Carnegie Memorial Library, Fort Madison.		O.			Yes.	6,446				106	6,461	929	270	202	579	2,740	732	5,452
State Penitentiary, Fort Madison.		F.				2,483			\$500		2,640		552	182	239	1,648	430	3,060
Stewart Library, Grinnell.		O.	20,000	35,000	Yes.	2,133				775	2,908	457	119	116	116	1,230	146	2,177
Free Public Library, Hampton.		O.	11,000	15,000	Yes.	1,901				1,569	3,230	381	60	53	323	885	477	2,779
Free Public Library, Independence.		O.	12,000	15,000	Yes.	1,235				410	1,245	187	87	130	189	527	178	1,298
Free Public Library, Iowa City.		O.	35,000		Yes.	1,874					2,284	408	104	199	113	600	139	1,023
State Historical Society, Iowa City.		F.			Yes.	\$4,262					4,262	1,017	189	182	456	2,236	556	4,609
Public Library, Keokuk.		F.	12,500	15,000	Yes.	3,000				1,086	4,086	1,164	104		210	2,400	1,175	5,056
Public Library, Le Mars.		O.			Yes.	1,503					1,503	105	40	137	233	750		1,245
Young Men's Association, Lyons.	\$5,000	R.			No.				\$300	200	2,219	268	75	100	210	80	25	1,490
Carnegie Library, Manchester.		O.	10,000	12,000	Yes.	1,296				923	2,219	268	64	91	386	409	289	1,537
Free Public Library, Maquoketa.	5,000	O.	12,500	15,000	Yes.	1,255			240	103	1,558	310	80	24	451	444	37	1,446
Free Public Library, Marion.		O.	11,200	18,000	Yes.	1,349				225	1,594	217	43	126	207	535	329	1,457
Public Library, Marshall.		O.	30,000	60,000	Yes.	4,000	25		30	218	4,303	504	134	131	306	1,982	335	2,172
Public Library, Mason City.	500	O.	32,000	45,000	Yes.	3,982				133	4,105	807	136	274	693	2,071	419	4,370

Free Public Library, Mount Pleasant	13,000	16,000	Yes	1,997	5,500	.....	.....	87	2,084	310	122	147	553	953	45	2,230
F. M. Musser Public Library, Muscatine	47,500	.....	Yes	(*)	5,500	.....	.....	.....	6,500	852	191	95	661	2,740	946	2,230
Free Public Library, Nevada	9,500	.....	Yes	1,400	.....	.....	.....	.....	1,400	285	(*)	50	200	282	183	1,400
Free Public Library, Newton	10,000	.....	Yes	2,634	.....	45	.....	.....	3,634	464	170	58	291	1,535	315	2,634
Public Library, Onawa	20,000	.....	Yes	1,056	.....	.....	.....	.....	2,987	1,010	69	145	51	1,396	365	3,036
Public Library, Osage	12,000	22,000	Yes	1,752	.....	.....	.....	.....	3,054	248	65	121	168	1,660	48	1,310
Free Public Library, Oskaaloosa	22,500	15,000	Yes	3,041	.....	.....	.....	.....	3,054	248	65	121	168	1,660	48	3,704
Public Library, Ottumwa	50,000	25,000	Yes	5,415	.....	150	.....	.....	5,565	1,633	173	451	437	1,896	631	1,440
Carnegie-Varsen Library, Pella	11,000	67,750	Yes	5,105	.....	.....	.....	.....	1,505	1,633	173	451	437	1,896	631	1,440
Free Public Library, Perry	8,000	12,000	Yes	1,071	.....	.....	.....	.....	1,071	117	57	33	125	2,750	187	1,464
Carnegie Public Library, Shenandoah	10,000	15,000	Yes	1,903	.....	.....	.....	.....	2,238	1,322	104	108	260	907	261	2,852
Public Library, Sioux City	75,000	85,000	2	9,836	.....	.....	.....	.....	10,522	1,112	460	674	207	5,303	544	8,300
Public Library, Tipton	12,500	20,000	Yes	1,500	365	.....	.....	.....	2,119	429	48	121	233	948	412	2,201
Free Public Library, Vinton	12,500	.....	Yes	2,357	.....	.....	.....	.....	2,357	415	81	127	184	600	.....	1,407
Jane A. Chilcote Library, Washington	10,000	12,000	Yes	2,038	.....	.....	.....	.....	2,038	284	87	122	141	610	316	1,640
Public Library, Waterloo	45,000	.....	Yes	9,589	.....	.....	.....	.....	10,907	1,612	380	361	1,124	5,189	2,435	11,111
Kendall Young Library, Webster City	50,000	60,000	No	3,713	.....	.....	.....	.....	3,741	550	108	102	671	1,987	225	3,643
Public Library, Winterset	10,000	12,000	Yes	1,656	.....	.....	.....	.....	1,656	416	70	132	159	920	45	1,712
KANSAS.																
Free Public Library, Abilene	12,500	.....	Yes	1,315	.....	.....	.....	.....	1,661	314	.....	46	168	1,021	.....	1,549
Public Library, Arkansas City	20,000	23,000	4	2,696	.....	.....	.....	.....	2,864	600	114	55	277	1,140	418	2,804
Public Library, Atchison	2,000	.....	Yes	893	.....	.....	.....	.....	921	198	65	12	16	420	100	811
Carnegie Free Library, Burlington	15,000	20,000	Yes	1,611	.....	.....	.....	.....	1,877	119	(*)	.....	.....	1,200	434	1,753
Public Library, Chanute	10,000	11,850	Yes	1,000	.....	.....	.....	.....	5,872	2,276	200	200	1,196	2,000	100	1,335
Free Public Library, Concordia	22,000	.....	Yes	3,596	.....	.....	.....	.....	1,800	115	48	20	148	1,320	71	5,872
Free Library, Emporia	18,000	.....	Yes	(*)	1,800	.....	.....	.....	1,583	66	84	50	130	366	.....	1,772
Public Library, Fort Scott	10,000	12,000	Yes	1,330	.....	.....	.....	.....	3,552	1,000	86	16	239	866	414	1,296
Morrill Free Public Library, Hays	15,000	30,000	Yes	3,552	.....	.....	.....	.....	3,454	573	99	96	178	1,836	447	2,621
Public Library, Hutchinson	22,500	30,000	Yes	3,298	.....	.....	.....	.....	4,435	1,350	167	44	604	2,000	274	3,229
Public Library, Independence	40,000	60,000	No	.....	.....	.....	.....	.....	10,480	1,739	89	250	964	6,142	1,276	4,435
Public Library, Kansas City	75,000	.....	Yes	3,512	10,480	.....	.....	.....	3,847	1,600	125	307	99	1,920	610	10,480
Free Public Library, Lawrence	27,500	35,000	Yes	5,549	.....	.....	.....	.....	6,107	1,177	257	388	490	2,790	712	3,751
Free Public Library, Leavenworth	30,000	35,000	Yes	5,549	45	.....	.....	.....	45	45	.....	.....	.....	.....	.....	5,814
U. S. Penitentiary, Leavenworth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
Carnegie Free Public Library, Manhattan	14,000	18,000	Yes	2,089	.....	.....	.....	.....	2,357	507	109	.....	310	890	554	2,370
Hancock Library, National Military Home	13,000	.....	No	.....	948	.....	.....	.....	948	230	196	22	199	500	.....	948
Free Library, Newton	16,000	20,000	Yes	1,723	.....	.....	.....	.....	1,832	209	127	.....	149	1,050	238	1,773

\* Includes fines collected.

\* Included in column 8.

\* Includes \$400 received for building fund.

\* Included in column 13.

Name of library.	Amount of permanent fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
KANSAS—continued.																		
Carnegie Free Public Library, Ottawa.		O.	\$15,000.		Yes.	\$2,124.				\$241.	\$2,375.	\$420.	\$109.	\$20.	\$34.	\$1,125.	\$217.	\$1,995.
Free Public Library, Paola.		O.	10,000.	\$12,000.	Yes.	1,380.				50.	1,430.	380.	65.	43.		643.	200.	1,831.
Public Library, Parsons.		O.	19,310.		Yes.					2,000.	7,700.	50.	85.	30.	50.	360.	1,000.	1,575.
Public Library, Peabody.		O.	10,000.	50,000.	Yes.	1,700.					6,459.	884.	134.	117.	50.	2,025.	3,469.	6,629.
Public Library, Pittsburg.		O.	40,000.	50,400.	Yes.	5,409.				50.								
Business Men's Library, St. Paul.																		
Free Public Library, Salina.		O.	15,000.	30,000.	Yes.	3,000.					3,000.	1,000.	135.	80.		200.	1,300.	3,325.
Free Public Library, Topeka.		O.	45,000.	75,000.	Yes.	(?)	\$8,113.			850.	8,963.	1,187.	181.	497.	620.	2,600.	1,005.	6,180.
Kansas Academy of Sciences, Topeka.		F.					1,500.			150.	1,650.	50.	15.	3.	40.	1,000.	392.	1,500.
Kansas State Historical Society, Topeka.		F.					10,900.				10,900.	700.				9,200.	1,000.	10,900.
Kansas Traveling Libraries Commission, Topeka.		F.					5,200.			1,610.	6,910.	3,000.				2,100.	1,220.	6,320.
State Library, Topeka.		F.			No.		10,600.				10,600.	1,450.	400.			7,800.	650.	10,600.
Public Library, Washington.		O.	5,000.	7,000.	Yes.	500.				100.	6,000.	100.	30.		35.	7,800.	20.	5,545.
Public Library, Wichita.		F.					2,500.				2,500.	500.	72.			2,220.		2,792.
KENTUCKY.																		
Public Library, Covington.		O.	85,000.				8,500.				8,500.							
Kentucky Library Commission, Frankfort.							6,000.				6,000.	1,622.	69.	16.		3,715.	576.	6,000.
State Library, Frankfort.		F.			No.		7,775.			200.	7,975.	3,185.	200.			4,740.		8,125.
Public Library, Henderson.		O.	25,000.		Yes.	36.				36.	2,536.	211.	139.		218.	1,440.	332.	2,800.
Public Library, Lexington.	\$0,000.	O.	60,000.	100,000.	Yes.	\$340.				65.	9,076.	1,573.	279.	308.	402.	2,791.	2,091.	7,534.
Free Public Library, Louisville.	\$20,000.	O.	\$516,425.	658,263.	Yes.	60,566.			20,500.	2,588.	83,684.	13,546.	1,934.	4,073.	6,238.	36,672.	7,447.	69,940.

[illegible]

**Included in column 8.**

<sup>2</sup> Not including \$75,000 received for building fund.

**\* Includes cost of 8 branches.**

**\* Includes cost of 4 branches.**

Name of library.	Amount of permanent endowment fund.	Occupancy of building	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MAINE--continued.																		
Thompson Free Library, Dover...	\$10,000	O.	\$8,000	\$20,000	No.		\$1,100		\$400		\$1,500	\$402	\$105	\$114	\$115	\$604	\$129	\$1,469
Teavey Library, Eastport...	1,000	O.	14,000	17,000	Yes.		880		44	\$45	1,968	250	50		286	445	81	1,012
William Fogg Library, Eliot...		O.	10,000							1,300	1,300	100			135	1,015		1,300
City Library, Ellsworth...		O.			Yes.						1,176	212	58	48	200	400	258	1,176
Lawrence Library, Fairfield...	16,000	O.	15,000	16,000	Yes.	\$800	80		501	28	1,458	320		54	182	527		1,083
Public Library, Farmington...		O.	29,000	35,000	Yes.						1,125	211	55	45	300	300	98	1,709
Public Library, Gardiner...		O.	13,000	15,000	No.		1,100		5	25	1,352	307	66	73	225	606	86	1,302
Baxter Memorial Library, Gorham...	117	O.	13,000	40,000	No.		1,314			63	1,352	307	66	73	225	606	86	1,302
Hubbard Free Library, Hallowell...	20,000	O.	30,000		Yes.	1,000	220		907	689	1,127	210	35	80	148	550		1,023
Carry Memorial Library, Houlton...	18,500	O.	15,000	20,000	Yes.		100		765		2,554	1,103			101	877	207	2,288
First Congregational Parish Library, Kennebunk...																		
Free Library Association, Kennebunk...	20,000	O.	25,000	30,000	No.		650		800	7	1,457	180	27	20	176	580	266	1,278
Rice Public Library, Kittery...	30,000	O.	15,000	22,000	No.				1,755	20	1,775	400	40	15	125	500	70	1,150
Public Library, Lewiston...		O.	60,000		No.		5,500				6,500	1,625	198	226	665	2,592	204	6,500
National Soldiers Home Library...		O.	10,000		Yes.		2,340				2,340	354	448	98	1,440			2,340
Public Library, Norway...	3,129	R.				550	55		62	27	694	52	15	18	208	200	97	650
Public Library, Oldtown...		O.	10,500		No.		1,100			188	1,288	271	62	47	60	504	216	1,100
Ors Island Library...		O.	9,900	1,500	No.					474	1,474	25	10			325		420
Public Library, Pittsfield...	500	O.	15,000	18,000	Yes.	1,160	151		20		1,331	440	67	75	223	499	27	1,331
Barber's Circulating Library, Portland...																		
Greenleaf Law Library, Portland...		F.					500			3,420	3,420	500			1,920	1,000		3,420
Maine Charitable Mechanics' Association, Portland...										610	1,110	1,010						1,010
Maine Historical Society, Portland...	15,500	O.	38,000	60,000	No.			\$1,120			1,120	483	108			420		1,006
Public Library, Portland...	13,879	O.	75,000	85,000			6,000		715	1,000	2,315	250		18	259	1,476	126	2,134
Library Association, Richmond...	1,900	R.							0,200		12,200	1,462	615	658	1,410	6,760	1,241	12,086
Public Library, Rockland...		O.	21,120				2,200		135	61	4,196	92		75	72			1,104
											2,200	322	66			1,074		1,536

Dyer Library Association, Saco...	75,000	O.	25,000	35,000	.....	9,000	.....	1,010	9,000	218	56	59	301	500	337	1,471
Free Public Library, Skowhegan...	.....	O.	17,000	.....	.....	850	.....	.....	1,960	.....	.....	.....	.....	.....	.....	.....
Foland Spring Library, South Poland...	.....	O.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public Library, Thomaston...	13,000	R.	.....	.....	.....	.....	.....	576	629	111	36	178	250	36	611	.....
Public Library, Vinal Haven...	.....	O.	5,200	5,500	.....	650	.....	21	571	165	46	17	85	44	537	.....
Public Library, Waterville...	.....	O.	20,000	.....	.....	2,970	.....	152	3,152	761	143	.....	1,500	175	3,153	.....
Cumberland Mills Library, Westbrook...	.....	R.	.....	.....	.....	.....	.....	.....	1,300	3,000	275	40	375	560	1,300	.....
Westbrook Memorial Library...	10,000	O.	40,000	50,000	.....	2,420	.....	600	3,020	670	150	.....	1,050	1,150	3,020	.....
Merrill Memorial Library, Yarmouthville...	.....	O.	36,000	.....	.....	1,200	.....	47	1,367	284	30	15	150	730	226	1,435
MARYLAND.																
State Library, Annapolis...	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Archbishop of Baltimore, Library of...	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
B. and O. Employees' Free Circulating Library, Baltimore...	.....	F.	.....	.....	.....	7,800	.....	650	7,800	.....	.....	.....	.....	.....	.....	.....
City Library, Baltimore...	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Enoch Pratt Free Library, Baltimore...	833,333	O.	225,000	300,000	.....	34,500	.....	6,983	91,483	16,668	2,689	3,309	6,564	47,274	12,452	88,956
I. O. F. Library, Baltimore...	.....	F.	.....	.....	.....	.....	.....	1,000	2,000	48	461	271	.....	1,200	.....	2,000
Johns Hopkins Hospital, Baltimore Library, Company of Baltimore Bar, Baltimore...	.....	F.	.....	.....	.....	2,500	.....	10,611	13,111	5,923	273	1,563	.....	.....	5,352	13,111
Maryland Diocesan Library, Baltimore...	.....	O.	12,000	21,000	.....	.....	.....	14	1,664	30	.....	.....	262	1,080	.....	1,372
Maryland Historical Society, Baltimore...	25,000	O.	.....	100,000	.....	75	.....	4,000	4,975	.....	1,388	.....	.....	.....	3,560	4,948
Maryland Penitentiary, Baltimore...	.....	F.	.....	.....	.....	.....	.....	.....	75	75	.....	.....	.....	.....	.....	75
Maryland Pythian Library, Baltimore...	.....	F.	.....	.....	.....	300	.....	17	317	69	13	.....	.....	90	43	215
Medical and Chirurgical Faculty of Maryland, Baltimore...	.....	O.	.....	10,100	.....	2,500	.....	9,283	11,783	.....	459	309	1,240	2,613	6,218	10,839
New Mercantile Library, Baltimore...	.....	R.	.....	.....	.....	.....	.....	5,268	5,268	1,812	217	.....	1,848	1,300	.....	5,177
Peabody Institute, Baltimore...	.....	O.	517,087	.....	.....	23,466	.....	455	23,921	8,646	(*)	1,352	.....	12,688	782	23,466
Washington County Free Library, Hagerstown...	150,000	O.	22,000	2,000	.....	2,500	.....	7,500	10,000	1,804	(*)	595	563	3,769	3,269	10,000
Noves Library, Kensington...	.....	O.	.....	2,500	.....	.....	.....	300	300	131	32	.....	17	120	.....	300
Tidwell Memorial Free Library, Reisterstown...	.....	R.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MASSACHUSETTS.																
Public Library, Abington...	.....	R.	.....	.....	.....	731	.....	.....	1,731	535	65	68	510	645	84	1,907
Memorial Library, Acton...	6,000	O.	.....	25,000	.....	600	.....	27	809	.....	633	.....	.....	291	224	1,168
Free Library, Adams...	.....	O.	40,000	.....	.....	3,500	.....	953	4,453	1,366	.....	117	513	1,456	501	3,953

\* Approximate.

\* Not including \$1,000 received for building fund.

\* Includes \$160 received for building fund.

\* Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	1	Income for the last fiscal year.					Expenditures for the last fiscal year.												
		Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
MASSACHUSETTS—continued.																			
Free Public Library, Agawam.		\$32,640	F.			Yes.	\$567	\$200			\$125	\$892	\$711	\$109	\$155	\$501	\$1,985	\$563	\$4,024
Public Library, Amesbury.		4,250	F.	\$25,000				1,500		\$1,668	804	3,972	940	16	6	29	267	68	5,033
Town Library, Amherst.		66,000	O.					600		1,166	24	940	998				207	848	7,480
Memorial Hall Library, Andover.		65,300	O.	\$150,000	160,000			2,500		3,579	863	6,972	745	249	382	1,006	3,948	1,150	
Robbins Library, Arlington.								4,000		2,583	904	7,487							
Stevens Public Library, Ashburnham.			O.	10,000				473			384	857	132	33		113	188	308	774
Ashfield Library.		1,500	R.					200		60	72	332	104	24	48	50	79	27	332
Public Library, Ashland.			O.	10,000				1,000			34	1,034	200	45	43	170	430	167	1,057
Public Library, Athol.			R.			No.		1,100				2,104	666	71	193	344		746	2,050
Public Library, Attleboro.		5,000	O.	78,000		Yes.	7,000			461	1,004	7,461	1,387				3,582	815	7,048
Ayer Library.		950	O.	60,000		Yes.	(1)	1,011		39	144	1,194	208	41	31	177	366	312	1,135
Sturges Library, Barnstable.		15,000	O.	20,000		No.		600		670	43	2,969	179		37		300	182	1,947
Town Library, Barre.		44,985	F.			No.		2,356		2,356	46	2,999	185	121			450	1,144	
Free Public Library, Bedford.		9,850				No.		539		466		1,051	563	74			173	84	924
Clapp Memorial Library, Belcher town.		12,000	O.			No.		323		496		819	99	44		183	310	131	767
Public Library, Belmont.			O.	15,000				3,448			105	3,613	791	(1)	104	388	1,863		3,206
Cushman Library, Bernardston.		23,000	O.							722	30	752	326	66	39	64			984
Public Library, Beverly.			O.	110,000				7,650			370	8,020	2,280			247	3,637	1,443	8,020
Bennett Library, Billerica.		20,000	O.	12,000	15,000	No.				943	22	965	209	30	38	150	179	644	1,260
Free Public Library, Blackstone.			R.					571			8	579	140			13	302	36	511
Public Library, Bolton.			O.	10,103	12,000			550				550	91	20		66	175	218	570
American Academy of Arts and Sciences, Boston.																			
American Board of Commissioners for Foreign Missions, Boston.			F.						3,013			3,013	408	(1)	835		1,000	775	3,013
American Unitarian Association, Boston.			F.			No.			70			70	40	26	10				70
			F.			No.			240			240	200	25	6				230

Bar Association, Boston...	615,000	F.	177,000	200,000	No.	4,375	34,951	1,721	6,098	1,375	431	1,314	3,150
Boston Athenaeum...	O.	F.	30,000	200,000	No.	150	780	75,489	110,440	34	2,014	1,700	98,545
Boston Library Society...	O.	F.	30,000	200,000	No.	150	780	1,000	155	34	80	1,198	134
Boston Medical Library...	O.	F.	30,000	200,000	No.	150	780	1,000	2,386	330	41	90	1,900
Boston Society of Civil Engineers...	O.	F.	30,000	200,000	No.	150	780	497	804	52	81	308	804
Boston Society of Natural History...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Carlar's Circulating Library, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Congregational Library, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
General Theological Library, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Grand Lodge of A. F. and A. M. of Massachusetts, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Harvard Musical Association, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Insurance Library Association, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Massachusetts General Hospital (Treadwell Library), Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Massachusetts Historical Society, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Massachusetts Horticultural Society, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Museum of Fine Arts, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
New England Historic Genealogical Society, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
New England Methodist Historical Society, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Public Library, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Social Law Library, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
State Library, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Y. M. C. Club, Boston...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Jonathan Bourne Public Library, Bourne...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Boyiston Public Library, Boylston Center...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Leah's Library, Brewster...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Public Library, Bridgewater...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Public Library, Brimfield...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Public Library, Brockton...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Meerick Public Library, Brookfield...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Public Library, Brookline, Cambridge...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Public Library, Cambridge, Cambridge...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708
Abbott Parker Library, Cambridge A...	O.	F.	30,000	200,000	No.	150	780	3,708	3,708	1,568	34	2,200	3,708

\* Includes central library and 13 branches.

\* Includes \$11,885 received for building fund.

\* Included in column 13.

\* Included in column 8.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	(Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment or contribution of society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For building.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MASSACHUSETTS—continued.																		
Public Library, Canton.....	\$7,000	O.	\$70,600				\$2,000		\$300	\$1,105	\$3,405	\$723	(1)	\$172	\$355	\$1,500	\$356	\$3,106
Free Town Library, Charlemonit.....		F.					100			44	144	33	\$26			52	68	179
State Prison, Charlestown.....	500	F.					200		13	5	218	116	12			78	12	218
Free Public Library, Charlton.....																		
Elbridge Public Library, Charlemonit.....	26,000	O.		\$10,000	No.		250		1,079	33	1,362	173	47	22	224	562	178	1,216
Adams Library, Chelmsford.....		O.	20,000				1,200				1,200	432	99	43	196	240	190	1,200
Public Library, Chelsea.....		O.	60,000	75,000	No.		7,661		2,699		10,360	2,690	175	331	1,015	4,912	1,228	10,360
Library Association, Cheshire.....		O.	9,000				187		236		423	170	5	29	104	116	104	424
Public Library, Chicopee.....		O.	42,000	45,000	Yes.	(2)	5,500				5,500	1,886	159	239	510	2,502	204	5,500
Bigelow Free Public Library, Clinton.....		O.	55,000				6,500			415	6,915	1,401	260	439	650	3,196	544	6,500
Paul Pratt Memorial Library, Concord.....		O.					2,000				4,301	919		77	515	950	1,307	3,558
Free Public Library, Concord.....	73,755	O.	60,000	187,276	Yes.	\$3,476	569		2,901	192	\$7,138	1,885	185	397	765	2,160	360	5,762
Massachusetts Reformatory, Concord Junction.....		O.		150,000	No.		551				551	551	(1)		451	800	398	551
Field Memorial Library, Conway.....	50,000	O.	1,500		No.				2,030	286	2,030	286	95					2,030
Public Library, Cozuit.....	1,318	O.		2,500	No.		100		89	1,368	1,457	90	2		100	675		2,030
Bryant Free Library, Cummington.....		O.	15,000		Yes.	84					88	83						2,030
Free Public Library, Dalton.....	5,000	O.					1,000		200	353	1,533	588	77	27		400	400	1,501
Peabody Institute, Danvers.....	50,324	O.	40,000	50,000	No.				4,474		4,474	493	107	215	326	1,855	1,417	4,413
Historical Society, Dedham.....		O.	14,000	20,000	No.					1,104	1,104	9			340	1,07	97	4,022
Public Library, Dedham.....	8,120	O.	29,873	35,000	No.		5,325		263	805	6,303	1,100	370	306	572	2,065	746	5,885
Pecunuck Valley Memorial Association, Deerfield.....		F.			No.													
Town Library, Dover.....		F.					1,727			0	1,726	321	36	26		133	71	489
Free Library, Duxbury.....	11,000	O.					1,000		477		1,477	281	59	95	308	735	92	1,560

Public Library, East Bridgewater	4,000	O.	10,000	12,000	No.	1,000	431	49	1,480	431	(1)	24	175	535	103	1,278
Middlesex Law Library Association, East Cambridge		F.				7,000			7,000	5,238	(1)	(1)		2,160		7,368
Simon Fairfield Public Library, East Douglas	11,200	O.	25,000			382	423	139	944	173				384	177	744
Public Library Association, Easthampton	17,000	O.	21,000	26,000		1,400	828	227	2,455	804	70		347	1,094	140	2,455
T. O. H. P. Burnham Public Library, Essex	20,000	F.			No.		852		882	275	50	65		222		612
Fredrick E. Parlin Memorial Library, Everett		O.	30,000	51,671		5,566		348	5,914	905	116	221	612	2,832	1,268	5,914
Shute Memorial Library, Everett		O.	9,101	25,000	No.	3,305		119	3,424	1,131		277	216	1,164	634	3,424
Millicent Library, Fairhaven	260,000	O.	100,000		No.	8,350		266	8,616	1,112	320	179	2,356	4,113		8,078
Public Library, Fall River		O.	152,000	250,000	No.	28,500		799	29,269	2,446	804	1,830	2,675	16,415	5,006	29,268
Free Public Library, Falmouth	4,000	O.	30,000	40,000	No.	2,004	188	85	2,277	438	(1)	1,107	336	1,030	339	2,260
Court House Library, Fitchburg		F.				950			950	900					150	950
Public Library, Fitchburg	14,400	O.	70,000	97,200		6,700	450	2,167	9,317	1,873	314	249	785	5,074	1,022	9,317
Town Library, Framingham	47,000	O.				5,910	2,127	86	8,123	1,491	(1)			2,841	1,897	6,229
Franklin Library		O.		250,000		1,000		528	1,528	352	67	62		660	21	1,162
Levi Herwood Memorial Library, Gardner	46,464	O.	30,000		No.	1,337	3,538	126	5,001	560	160		1,048	1,490	1,951	5,209
Peabody Library, Georgetown	16,600	O.			No.	280	3,625	131	1,036	326	52	37	132	459	137	1,143
Lyceum and Sawyer Free Library, Gloucester	120,000	F.			No.		4,000	222	4,222	1,069				1,772	1,424	4,265
Public Library, Grafton	10,286	O.				964	425	43	1,432	399	106	129		500	288	1,422
Mason Library, Great Barrington		O.	50,000	75,000	Yes	2,000			2,000	534	(1)	132	275	1,009	34	2,034
Franklin County Law Library, Greenfield		F.				1,200			1,200	1,200						1,200
Library Association, Greenfield		O.							7,477	2,041	281	373	757	2,701	1,323	7,476
Public Library, Greenfield		O.	28,000	40,000	No.	6,946		491	7,477	2,772	85	37	286	680	329	1,689
Public Library, Groton	5,500	O.	27,500			1,416	367	10	1,793							
Goodwin Memorial Library, Hadley		O.	8,500			284			304	55	19	24	60	75	108	341
John Curtis Free Library, Hanover Center	5,700	O.	1,500			650	400		1,050	350	27	30	75	310	408	1,200
Public Library, Harvard	38,810	F.	30,000			100	1,752		1,832	515	109	33	200	250	563	1,700
Public Library, Hatfield		O.				350			350	200	27	37			96	350
Public Library, Haverhill	148,077	O.	49,000	58,600	No.	11,069	6,973	3,591	21,633	3,448	738	813	2,423	9,810	3,960	21,162
Public Library, Hingham Center	32,350	O.	18,000			1,876	2,291	6	4,167	354		100	235	769	2,545	4,003
Public Library, Hinsdale	4,254	O.	20,000		No.	221	800		4,167	750	13		28	125	320	1,236
Public Library, Hollbrook	25,000	F.			Yes	300	880		1,965	500		50		350	300	1,200
Gale Free Library, Holden		F.				1,000		220	1,220	108	49	45	130	609	39	980
Public Library, Holliston	1,000	O.	10,000				40	18	1,038	367	(1)	38	101	255	88	849
Public Library, Holyoke		O.	96,000	250,000		15,000		557	15,557	2,640	368	1,233	1,269	8,029	1,084	14,623
Bancroft Memorial Library, Hopeville	28,000	O.		46,000	45	162	100	136	3,198	541	150	65	457	1,715	299	3,197

\* Not including \$45,970 received for building fund.

† Includes \$1,000 received for building fund.

‡ Included in column 13.

§ Included in column 8.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—(Continued.)

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Totals expended.
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>MASSACHUSETTS—Continued.</b>																		
Public Library, Hopkinton.	\$19,638	O.	\$14,000		No.				\$1,415	\$65	\$1,470	\$206	\$39	\$19	\$190	\$272	\$174	\$339
Kanssall Public Library, Housatonic.		O.	45,000		No.		\$1,700		886	307	1,700	168	54	14	104	480	1,220	1,700
Free Public Library, Hubbardston.	12,000	O.	30,000	\$20,000	No.						1,196	351	91	152	171	133	440	986
Public Library, Hudson.		O.	14,000	17,000			1,750		4,318	355	2,105	909	(1)			1,038	282	2,105
Free Public Library, Ipswich.	57,339	O.	18,000	26,000							4,818					1,168	1,642	3,619
Frederick C. Adams Public Library, Kingston.		O.	12,000				900		907		1,807				188			1,228
Town Library, Lancaster.	17,800	O.	70,000	80,000	Yes	(1)	1,951		736	81	2,768	862		266	392	967	381	2,768
Longboro Library.	17,280	O.					109				20,109		19		90			20,987
Public Library, Lawrence.		O.	80,000	95,000			18,000	\$1,600		1,297	1,666	410	619	1,260	4,047	11,354	1,972	20,987
Library Association, Lee.		O.	25,000	35,000	Yes	\$1,200	330		38		1,566		25	79	280	894		1,668
Public Library, Leicester.	9,218	O.	40,000				1,000		242		1,942	480		40	337	663	322	1,942
Library Association, Lenox.		O.	63,000		No.		283		496	1,800	2,572	728		196	1,430	311	2,060	3,619
Public Library, Leominster.	36,000	O.					5,065			641	6,706	781	283	390	543	3,211	548	5,706
Cary Memorial Library, Lexington.		O.	40,000	50,000			4,419		715	237	5,371	826	212	244	500	3,000	167	4,999
Public Library, Lincoln.	14,442	O.	40,000		Yes	790					1,575	451		12	167	626	204	1,460
Routen Hoar Library, Littleton.	11,500	O.	26,000		Yes	680			600	260	1,260	453	86	48	110	310	250	1,460
City Library, Lowell.	110,000	O.	175,000	200,000			14,500		4,913	686	20,068	4,204	849	762	922	12,761	1,300	20,068
Ritter Memorial Library, Lunenburg.		O.	115,000	18,000			699		155	110	964	291		141	125	225	47	913
Public Library, Lynn.	3,000	O.	250,000				20,965				23,376	3,760	636	1,331	1,870	13,903	1,066	23,376
Magnolia Library Association.		O.	204,638	250,500	No.		8,132		14,266	2,371	1,409	128	(1)	28	367	104		2,371
Public Library, Malden.	356,599	O.	50,000	224,638			2,040			1,366	23,766	3,096	406	1,231	1,466	9,065	12,069	27,309
Public Library, Mansfield.		O.	14,000		No.						2,046	453	62	157		597		1,385
Abbot Public Library, Marblehead.		O.			Yes	1,000					1,000							
Library Association, Marion.	16,800	F.	6,000	6,000	No.		500		881	368	1,767	632	160	47			973	1,692
	19,600						200		1,000	136	1,386	250	61	80	218	715	63	1,386

Free Public Library, Marlboro.	10,800	O.	50,000	60,000	No.	4,140	522	41	4,602	622	230	133	391	2,750	535	4,661
Free Public Library, Mattapoisett.		O.	10,000	11,000	No.	983		157	974	267	66	26	203	366	67	973
Public Library, Maynard.	6,500	R.				900	361		1,418	263	63	26	100	321	291	1,154
Public Library, Medfield.	8,000	R.				243	258		601	138	46	20	863	350	40	453
Public Library, Medford.		O.	32,000	33,500		10,534	120		10,654	1,441	244	445	963	5,688	2,078	10,654
Public Library, Melrose.		O.				6,017			6,017	1,750	500		500	6,067	6,017	6,017
Taft Public Library, Mendon.		O.				300		17	317	89	15		9	113	8	234
Public Library, Merrimack.		P.				300		55	355	7	29	28	28	300	7	397
Navies Memorial Library, Methuen.																
Public Library, Middleboro.	61,600	O.	50,000		No.	1,297	2,285	204	3,786	1,560		261	708	1,953	569	4,932
Flint Public Library, Middleton.	16,000	O.	10,000	11,000	Yes.		1,797	101	1,898	296	42	81	450	260	713	1,773
Town Library, Milford.		P.			No.	600		1,067	1,687	720	80	190	76	560	341	1,967
Public Library, Millbury.		P.				744			744	167	40	79		410		696
Sutton Free Library, Millbury.	12,867	P.			No.	10,338		1,859	14,098	1,750	67	280	1,147	90	167	459
Free Library, Milton.	44,000	O.	75,024	80,024	No.	300	2,218	53	2,571	883	(1)	48	330	563	3,405	12,391
Free Library, Monson.		O.		10,000		666			566	180			81	225	58	2,265
Town Library, Montague.		P.			No.	3,750			3,750	190	126	53	621	612	177	2,396
Public Library, Nahant.		O.			No.	1,000		228	2,467	406	88	122	1,080	1,000		2,789
Nantuxet Athenaeum.	28,000	O.		67,000	No.	1,000			1,077	733	198	53	223	380	69	961
Bacon Free Library, Natick.	16,400	O.	15,000	20,000	No.	2,750		982	4,714	207	106		517	2,510	490	4,449
Morse Institute, Natick.	26,156	O.	27,500					777	2,827	464	130	82	191	1,107	404	4,378
Free Public Library, Needham.		O.	413,000	15,000	Yes.	1,550			47,182	359	1,844		511	24,468	8,615	48,210
Free Public Library, New Bedford.	316,000	O.	275,000	300,000		32,644	14,496		67,565	10,355	(1)	2,417	511	4,004	800	7,125
Public Library, New Bedford.	98,500	O.	36,000	40,000		3,960	2,754	851	29,719	5,963	1,100	763	3,253	12,845	5,187	39,101
Free Library, Newton.	21,000	O.	100,000			25,025	1,795	2,909	964	210	68	36	230	378	49	961
Town Library, North Abington.		R.			No.	875		79	28,748	10,084	1,279	1,361	1,065	6,727	2,094	22,624
Forbes Library, Northampton.	398,400		114,000	134,000		6,400	17,351	997	1,000							
Hampshire County Law Library, Northampton.									4,763	601	302	298	694	2,556	351	4,793
Public Library, Northampton.	53,000	F.	70,000	100,000	No.	2,200	2,560	33	3,150	425	124	117	336	1,667	211	2,880
Stevens Memorial Library, North Andover.	2,200	O.	50,000		No.	2,250	331	569	3,150	963	142	184	208	1,100	433	3,190
Richards Memorial Library, North Attleboro.	18,205	O.	60,000			3,000		180	3,115	563	70	36	78	475	124	1,348
Free Library, Northboro.		O.	30,000			503	662	250	1,125	163	12		15		15	205
Appleton Library, North Brookfield.		F.			No.			125	1,370	71	107	48	208	668	279	1,370
Free Public Library, North Brookfield.		O.	25,000	30,000	Yes.	1,800		70	600	197		59	40	240	60	698
Ames Free Library, North Chelmsford.	1,000	O.	60,000	2,000	No.	600	60		3,123	491	162	168	452	1,330	437	3,040
Public Library, North Easton.	43,100	O.					3,011	112	708	81	49	91	149	300	54	724
Dickinson Memorial Library, Northfield.		O.	25,000		No.	326	382									
Loring Reading Room, North Plymouth.																
Flint Library, North Reading.	3,000	F.						165	315	238	11			124	36	410
Public Library, Norton.		O.	25,000	30,000		270		350	600	99	40	32	143	300	136	750
James Library, Norwell.	10,000	O.	3,500		No.	100	536		636	94	31		68	212	107	537

\* Includes \$428 received for building fund.

\* Not including \$26,007 received for building fund.

\* Owns one branch; main library in town hall.

1 Included in column 13.

2 Included in column 8.

# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Name of library.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	Total expenditures.
MASSACHUSETTS—continued.																		
Morrill Memorial Library, Northwood.	\$214	O.	\$125,000			\$1,169			\$8	\$319	\$4,496	\$956	\$153	\$157	\$483	\$2,483	\$254	\$4,496
Public Library, Orange.	2,500	O.	30,000			1,928			93	95	2,116	742	(1)	138	91	976	237	2,184
Snow Library, Orleans.	4,500	O.	3,000	\$3,150					187	32	2,119	109	27	20	125	125	78	281
Free Public Library, Oxford.		O.	30,000	35,000		600				537	1,137	275	106		215	464		1,138
Young Men's Library Association, Palmer.										400	2,200	813	125	42	382	573	277	2,192
Peabody Institute, Peabody.	186,300	F.	55,000	65,000	No.	1,800			8,591	87	28,678	875	193	257	723	2,935	1,566	6,579
Lawrence Memorial Library, Peppere.	45,000	O.	50,000	75,000	No.	1,107			1,000		2,107	265	72	24	388	980	211	1,940
Memorial Library, Petersham.	11,000	O.		15,000	No.	100			481	50	631	196	46	48	69	250	208	817
Phillips Free Public Library, Phillips.																		
Turner Library, Reading.																		
Public Library, Revere.																		
Public Library, Rockland.																		
Memorial Library, Rockport.	5,500	O.	10,000	12,000	Yes.	\$1,000			225	778	2,528	566	111	54	201	1,600	160	2,824
Athenaeum Library, Salem.	45,000	O.	26,545	41,045	No.					893	3,089	712		405	611	1,326	771	4,925
Peabody Institute, Salem.	180,212	O.	60,000					\$4,575	2,408		6,983	1,196	125	405		3,374		6,222

Library Name	45,000	O.	80,000	100,000	Yes.	15,500	1,800	2,131	4,431	4,275	492	921	1,078	7,776	2,297	16,839
Public Library, Salem.		O.														
Western Memorial Library, Sand- wich.		O.	22,850	25,000	No.			1,263	1,253	204	38		135	732	22	1,131
Free Public Library, Saugus.		F.				1,344			1,244	250		75	224	408	203	1,244
Public Library, Sharon.	4,028	R.				446	182	53	701	238	80	60	268	343	104	1,068
Arms Public Library, Shelburne Falls.		R.				600	525	30	1,155	374		45	223	220		862
Town Library, Sherborn.	10,000	R.			Yes.	175									191	369
Public Library, Shirley.	1,250	O.	6,000	6,500	Yes.	500	44	150	369	20	25	28	130	130	78	514
Free Public Library, Shrewsbury.	25,000	O.	30,000	31,200	No.	500	379		514	150	25	24	67	170	82	1,745
Public Library, Somerville.	20,400	O.	125,000	160,000		38,402	867		1,746	435	173	15	309	711	82	39,608
Pay Library, Southboro.		O.		40,000		164	1,946	105	39,808	10,238	1,452	1,987	6,634	19,517	200	1,049
Thayer Public Library, South Braintree.	37,500	O.	20,000			1,450	1,572		3,022	810	165	150	250	1,200	300	2,875
Public Library, Southbridge.	1,000	F.				2,150	66	1,068	3,284	630	184	122	283	1,403	377	3,009
Southworth Library, South Dart- mouth.		O.		4,700		450			450	300				150		450
Gaylord Memorial Library, South Hadley.	15,000	O.	27,500		No.		500		500	350				150		500
Goodnow Free Public Library, South Sudbury.	20,000	O.		10,000	No.	50	825		875	305	71	30	139	296	62	903
Pegg Library, South Weymouth.	17,166	O.	27,000	32,000		500	661	35	1,196	40	84		253	680	44	1,141
Richard Sugden Library, Spencer.		O.	25,000	37,500	No.			6,124	* 6,124	400	111	56	117	608	186	1,480
City Library Association, Spring- field.	179,000	O.	350,000	450,000		44,708	8,739	4,834	58,281	11,315	1,219	2,491	4,709	31,142	6,568	57,444
Hampden County Law Library, Springfield.		F.				3,000			3,000	1,400	74	123		1,270	133	3,000
Richard Salter Storrs Library, Springfield.		O.	2,500	4,000		550		263	813	432		209		269		910
Conant Free Public Library, Ster- ling.	6,500	O.			No.	287	300		587	189	79		36	28	152	464
Library Association, Stockbridge.	4,000	O.			No.	1,245	250	142	1,620	125	149		274	744	260	1,532
Public Library, Stonham.		O.	15,000	21,000		2,314		91	2,405	410	159	162	421	941	263	2,346
Public Library, Stoughton.	25,000	O.	25,000	35,000	Yes.	800	1,000	165	2,757	641	137	125	524	324	302	2,653
Randall Memorial Library, Stow.	12,500	O.	12,000	15,000	No.		1,500		2,500	130	5	25	87	175		422
Joshua Hyde Public Library, Sturbridge.		O.	10,000			100		546	646	287	31	61	60	150	21	610
Sunderland Library, Swampscott.	5,370	F.	12,000	12,500		200	270	47	517	128	32		120	208	9	497
Free Public Library, Swansea.		O.				1,400			1,400	700	80	120		500		1,400
Bristol County Law Library, Taunton.	5,800	O.	25,000			600	280		865	254	21		204	300	86	895
Public Library, Taunton.		F.		85,000		2,800	3		2,903	2,183	19	51		550	63	2,866
Boynton Public Library, Tem- pleton.		O.	70,000			8,900	454		9,354	2,109	737	526	1,018	4,563	83	9,816
Picton Public Library, Tewksbury.	12,500	O.	2,000			653	500		1,153	500	( <sup>1</sup> )	( <sup>1</sup> )	50	516	87	1,153
Town Library, Topsfield.	11,553	F.				553		42	868	252	35		24		276	547
Public Library, Townsend.		F.				112	464		288	812	41	27		115	375	812
Universities Historical Society, Tufts College.	1,500	F.				477	20	127	624	221	41	54		196	144	608

\* Not including \$15,901 received for an annex.

\* Includes \$1,000 received for building fund.

\* Includes \$2,100 received for building fund.

\* Includes \$1,710 received for building fund.

\* Includes \$1,710 received for building fund.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913.—Continued.

Name of library.	2	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.	
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by insolvency.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).		
MASSACHUSETTS—continued.																			
Carnegie Public Library, Turners Falls.		O.	\$21,000	\$25,000	No.		\$1,900				\$211	\$2,011	\$502	\$53	\$75	\$226	\$900	\$164	\$2,011
Littlefield Library, Tyngsboro.		F.	7,250	7,350	No.		200		\$100	240	600	600	97	34	12	40	184	61	424
Town Library, Upton.							423					3,735	153	34	( )		130	67	427
Free Public Library, Uxbridge.		O.	25,000	4,000			1,540		2,196			3,735	530	( )	432	800	127	1,889	
Beesee Town Library, Vineyard Haven.		O.	2,000				2,000			222	422	25	25	15	15	126			1,091
Public Library, Wakefield.		F.	21,000				2,225		280	192	2,067	531	133	133	290	252	1,188	303	2,097
Public Library, Walpole.		O.					2,800		55	149	3,004	476	125	140	309	1,563	1,904	101	2,714
Public Library, Waltham.		R.					10,677		34		10,711	2,083	365	970	2,150	4,588	549		10,711
Young Men's Library Association, Ware.		O.	15,000	20,000	No.		1,500			1,067	2,567	504	194	364	119	985	175		2,941
Public Library, Warren.		O.	20,000		No.		400		449	416	1,265	223	126	29	361	501	45	219	1,285
Free Library, Warwick.		F.			No.		100		110	13	6,700	1,478	400	362	634	3,451	375	6,700	6,700
Free Public Library, Watertown.		O.	60,000	77,500															
McLean Hospital Library, Watertown.					No.														
Free Public Library, Wayland.		O.	28,000				900		\$300	1,615	1,915	418	589	358	358		550		1,915
Free Public Library, Webster.		R.					2,300			591	1,401	300	45	134	205	571	276		1,591
Free Library, Wellesley.		O.	125,000	100,000	Yes.	( )	2,300		880	827	4,017	738	108	99	770	884	276		2,127
Public Library, Weymouth.		F.			Yes.	\$450	2,000			24	4,017	248	27	34		1,904	513		4,017
Public Library, Westboro.		O.	35,000				1,280		1,492	145	3,286	642	119	82	337	1,407	294	27	2,881
Bennett Memorial Public Library, West Boylston.		O.	23,000	36,000			833			49	882	14	34	30	204	501	433		1,210
Public Library, West Bridge-water.																			
Merrill Public Library, West Brookfield.		F.			No.		751			283	1,084	89	( )			557	400		1,082
Westfield Atheneum.		O.		20,000	Yes.		228		481	34	1,008	210	99	61	141	405	152		1,008
J. V. Fletcher Library, Westford.		O.	15,000	80,000	Yes.		4,879		997	292	6,168	1,478	( )	315	343	3,223	678		6,937
Public Library, Westminster.		O.	12,000		No.		378		122	72	1,372	334	70	90	222	550	201		1,393
Public Library, Westminster.		O.		15,000	No.		690		177	2	875	312	62	39	83	200	321		1,008

Public Library, West Newbury...	10,265	O.	40,000	1,500	No.	300	417	90	380	115	10	202	57	390
Public Library, Weston...	12,500	F.	22,100	25,000	Yes.	400	2,200	450	3,076	730	140	1,235	358	3,076
Tufts Library, Weymouth...	1,000	O.	60,000	65,000	Yes.	(1)	3,021	1,622	3,123	799	47	3,400	20	1,458
Social Library, Whitinsville...	1,500	O.	80,000	65,000	Yes.	(1)	1,500	506	5,149	1,120	175	1,561	803	4,083
Public Library, Whitman...	1,500	R.	...	...	...	...	2,500	70	1,945	909	110	225	435	2,619
Meekins Memorial Library, Wil-	13,500	O.	15,000	18,000	No.	...	...	635	2,610	909	110	355	214	...
hamsburg...	...	O.	...	...	No.	...	...	...	...	...	...	...	...	...
Public Library, Williamstown...	...	R.	...	...	...	...	852	72	924	96	21	113	221	924
Beals Memorial Library, Win-	...	O.	32,000	36,000	...	...	2,000	...	2,000	136	73	325	818	1,865
chendon...	3,000	F.	...	...	...	...	2,500	40	4,260	889	223	1,007	501	3,645
Public Library, Winchester...	54,800	O.	20,000	34,300	No.	...	3,550	113	3,663	483	96	1,664	636	3,008
Public Library, Wintthrop...	...	O.	80,000	100,000	No.	...	5,782	137	8,504	965	243	4,188	1,369	7,709
American Antiquarian Society,	305,000	O.	170,000	185,000	No.	...	...	13,884	14,474	3,139	577	818	2,850	14,344
Worcester...	81,088	O.	125,000	175,935	...	...	53,139	3,316	58,220	11,178	2,174	3,600	3,091	55,903
State Hospital, Worcester...	2,268	F.	...	...	...	...	...	235	367	141	132	...	4,990	55,273
Worcester County Law Library,	...	F.	...	...	...	...	7,500	...	7,500	2,520	(1)	905	380	7,480
Worcester...	...	F.	...	...	...	...	...	...	...	...	...	...	...	...
Worcester County Mechanics As-	...	F.	...	...	...	...	1,030	...	1,030	196	196	45	...	1,030
sociation, Worcester...	...	F.	...	...	...	...	...	...	...	...	...	...	...	...
Worcester District Medical Li-	11,198	F.	...	...	No.	...	...	553	570	85	201	86	92	551
brary...	20,000	O.	30,000	40,000	No.	...	...	1,010	1,610	...	...	...	985	1,610
Free Public Library, Wrentham...	5,000	O.	13,000	...	Yes.	600	...	200	1,083	159	...	32	222	581
Yarmouth Library Association,	12,000	O.	...	...	No.	...	...	400	920	264	...	...	274	753
Yarmouthport...	...	O.	...	...	...	...	...	...	...	...	...	...	...	...
MICHIGAN.														
Public Library, Adrian...	...	O.	35,000	45,000	...	...	3,817	153	3,970	235	296	196	317	3,749
Ladies' Public Library, Albion...	...	F.	...	...	Yes.	...	650	58	708	436	67	126	38	882
Public Library, Allegan...	...	F.	...	...	Yes.	(1)	1,215	95	1,300	296	52	41	330	1,347
Public Library, Alpena...	...	F.	...	...	No.	...	800	9	1,080	345	46	89	10	1,042
Ladies' Library, Ann Arbor...	4,900	O.	3,000	5,000	No.	...	...	290	819	95	18	...	51	717
McMillan Hall, Ann Arbor...	...	F.	...	...	...	...	...	...	...	...	...	...	...	...
Public Library, Ann Arbor...	...	F.	...	...	Yes.	5,000	141	259	5,400	650	171	168	167	6,220
Battle Creek Sanitarium...	...	F.	...	...	No.	...	...	205	2,950	775	...	246	...	2,950
Public Library, Bay City...	...	F.	2,500	...	No.	...	4,000	1,268	2,950	896	...	3,633	618	5,393
Sage Public Library, Bay City...	...	O.	20,000	25,000	Yes.	2,000	2,500	300	3,020	996	95	179	358	4,332
Public Library, Benton Harbor...	600	O.	...	...	No.	...	1,000	60	1,080	502	...	400	1,340	2,032
Phelps Free Library, Big Rapids...	...	O.	20,500	30,000	...	...	3,000	...	1,080	170	30	...	...	1,080
Public Library, Cadillac...	...	O.	45,000	46,000	No.	...	...	...	16,443	5,395	...	300	...	8,965
Calumet and Hecla Mining Co.,	...	O.	...	...	...	...	...	...	16,443	5,395	652	8,428	1,320	16,443
Calumet...	...	O.	1,200	1,500	Yes.	1,200	345	20	1,220	182	58	149	212	819
Free Public Library, Charlotte...	...	O.	15,000	...	Yes.	880	...	...	1,225	300	37	164	349	1,576
Free Public Library, Cheboygan...	...	O.	...	...	Yes.	2,500	322	29	2,851	473	122	107	190	2,384
Free Public Library, Coldwater...	...	O.	...	...	...	...	...	...	...	...	...	...	...	...

\* Included in column 8.

\* Not including \$75,000 received for building fund.

\* Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.							
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MICHIGAN—continued.																			
Public Library, Detroit.....		O.	\$159,000	1 \$453,000	Yes.	\$1,250	\$129,654				\$118,565	\$248,219	\$27,127	\$2,743	\$8,934	\$6,506	\$76,870	\$141,271	\$203,751
Public Library, Downsville.....		O.	12,500		Yes.	4,000					400	1,630							4,042
Carnegie Public Library, Escanaba.....		O.	22,100	4,000	Yes.	550					40	590	200	10	173	300	1,847	623	4,570
A. J. Phillips Public Library, Fenton.....		O.																	
Public Library, Flint.....		O.	25,000	28,000	Yes.	5,000	700				202	5,992	1,000				3,205	906	5,114
Grand Rapids Law Library.....		F.			No.						2,705	884			11	104	12	3,205	906
Public Library, Grand Rapids.....		O.	300,000	332,000	Yes.	37,294	2,000				2,705	884			11	104	12	3,205	906
Michigan Public Library, Hillsdale.....	\$4,300	O.	10,000	20,000	No.		2,800	2,800		\$182	49,391	9,302	2,198	1,333	4,120	28,215	3,957	49,415	
Public Library, Holland.....		F.			Yes.	2,800	410				2,966	470	100	35	300	1,060	500	2,465	
Public Library, Houghton.....		O.	15,000	22,000	Yes.	5,000					3,210	622	174	67	450	1,144	148	2,465	
Carnegie Library, Howell.....		O.	15,000		Yes.	2,477					98	5,000	200	300	640	2,040	320	5,000	
Public Library, Hudson.....		O.	10,000		Yes.	1,763					41	1,804	290	109	151	184	781	115	1,610
Public Library, Iron Mountain.....		O.	18,000	20,000	5	3,500					1,359	4,859	288	180	342	499	2,030	592	3,931
Carnegie Free Library, Ironwood.....		O.	17,000	22,000	Yes.	2,000					2,000	453	40	86	375	65	150	1,179	
Carnegie Public Library, Ishpeming.....		O.	30,000		Yes.	7,000					7,000	1,483	210	329	1,001	2,980	300	6,303	
Public Library, Jackson.....		O.	70,000	90,000				10,500											
Public Library, Kalamazoo.....		O.	60,000					10,000			10,500	2,000	400	729	707	5,838	4,430	14,104	
Public Library, Lansing.....		O.	35,000		No.			5,000			10,000	1,890	690	540	822	5,600		9,422	
State Library, Lansing.....		F.						29,675			3,917	8,917	1,113	264	306	760	3,155	923	
Public Library, Lowell.....		F.									29,675	11,675	(?)				18,000		
Carnegie Public Library, Ludington.....		O.	15,000		Yes.	729					729	149							
Public and School Library, Manistee.....	10,700	O.	35,000	40,000	Yes.	5,443					190	1,908	227	90	42	211	1,039	208	1,938
Peter White Public Library, Marquette.....		O.	53,102	65,000	Yes.	9,110	400				256	6,227	1,337	203	488	336	2,874	207	5,555
											117	9,726	1,800	352	198	1,177	3,700	831	8,178

Library	O.	1,000	10,000	Yes.	1,000	3,560	60	6	1,066	217	102	81	124	400	224	1,178
Township Free Public Library, Mendon.....	O.	37,000	70,000	Yes.	1,000	3,560	60	1,625	5,185	657	124	126	681	1,780	600	3,968
City Library, Monroe.....	R.	17,000	25,000	Yes.	2,000	700	.....	608	3,306	977	100	.....	350	1,500	381	3,308
Hackley Public Library, Muskegon.....	O.	133,760	200,000	Yes.	1,500	388	13,436	357	14,182	2,170	345	507	1,410	6,047	1,259	11,738
Public Library, Niles.....	O.	1,500	1,800	Yes.	1,500	.....	.....	200	1,700	223	100	100	250	1,000	100	1,675
Sarah Sargent's Paine Memorial Library, Painesdale.....	O.	.....	8,000	No.	.....	.....	.....	884	3,394	335	(*)	115	.....	2,141	688	3,279
Ladies' Library, Pontiac.....	O.	.....	.....	.....	.....	.....	.....	931	931	200	.....	20	.....	102	478	800
Ladies' Library Association, Port Huron.....	O.	2,000	4,000	No.	.....	.....	.....	279	279	83	6	.....	34	50	157	330
Public Library, Port Huron.....	O.	45,000	8,000	Yes.	5,800	.....	.....	644	5,800	644	302	310	2,790	2,790	1,897	6,180
Free Public Library, Quincy.....	O.	7,000	8,000	Yes.	3,008	.....	.....	43	3,031	522	45	.....	221	278	1,965	3,051
East Side Public Library, Saginaw.....	O.	.....	.....	Yes.	2,315	430	.....	343	3,088	694	.....	140	420	1,646	.....	2,900
Germania Institute Library, Saginaw.....	O.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hoyt Public Library, Saginaw.....	F.	52,000	90,000	No.	.....	1,000	5,400	142	6,400	525	450	500	900	3,240	785	6,400
Public Library, St. Joseph.....	O.	.....	13,500	.....	.....	1,350	.....	.....	1,492	250	.....	.....	.....	301	301	1,311
Carnegie Public Library, Sault Ste. Marie.....	O.	30,000	40,000	Yes.	3,500	.....	.....	1,412	4,912	1,275	170	180	325	1,803	700	4,453
Carnegie Free Public Library, Sturgis.....	O.	10,000	16,000	Yes.	1,300	.....	.....	264	1,564	236	63	54	102	714	47	1,216
Public Library, Tecumseh.....	O.	10,887	12,500	Yes.	1,251	59	.....	112	1,422	328	67	45	351	590	62	1,433
Free Public Library, Three Rivers.....	O.	12,500	25,000	Yes.	2,377	.....	.....	375	2,752	573	103	163	368	983	637	2,827
Public Library, Traverse City.....	O.	20,000	41,000	Yes.	2,871	.....	.....	600	3,471	698	165	240	512	1,657	202	3,474
Ladies' Library, Ypsilanti.....	O.	.....	.....	1	1,600	.....	.....	156	1,756	314	.....	79	261	1,795	385	1,834
MINNESOTA.																
Public Library, Albert Lea.....	O.	.....	13,500	Yes.	2,988	.....	.....	.....	2,988	327	35	51	414	859	666	2,352
Public Library, Alexandria.....	O.	12,000	15,000	Yes.	1,152	.....	327	33	1,512	91	53	83	248	683	360	1,518
Carnegie Public Library, Anoka.....	O.	12,000	15,000	Yes.	1,100	250	.....	75	1,425	237	109	65	252	500	49	1,212
Carnegie Public Library, Austin.....	O.	16,000	20,000	Yes.	1,200	2,522	.....	114	2,636	262	77	49	323	887	294	1,922
Duluth Bar Library Association.....	F.	.....	.....	.....	.....	1,200	.....	2,400	3,600	2,025	.....	.....	1,200	375	3,600	3,600
Public Library, Duluth.....	O.	75,000	95,000	Yes.	18,045	.....	.....	3,912	22,007	5,186	.....	949	410	9,773	5,012	21,340
Public Library, Faribault.....	F.	.....	.....	Yes.	2,736	.....	.....	196	2,995	565	187	111	.....	1,066	76	2,005
Public and School Library, Hastings.....	F.	.....	.....	No.	.....	691	.....	.....	738	355	8	.....	339	.....	20	742
Carnegie Library, Hibbing.....	F.	25,000	60,000	Yes.	5,090	4,500	.....	315	4,815	1,173	171	125	454	2,371	832	5,146
Free Public Library, Mankato.....	O.	40,000	60,000	Yes.	5,090	.....	.....	86	5,179	615	227	142	380	2,138	636	4,348
Hennepin County Medical Society, Minneapolis.....	R.	.....	.....	.....	.....	.....	1,061	.....	1,061	.....	.....	115	.....	649	69	1,061
Public Library, Minneapolis.....	O.	300,000	400,000	Yes.	159,092	.....	.....	9,084	168,176	25,175	4,755	7,494	11,206	76,986	29,300	154,918
Public Library, Montpelier.....	O.	10,000	16,000	Yes.	1,200	755	.....	46	1,200	755	46	76	193	360	30	1,460
Public Library, Morris.....	O.	10,000	12,000	Yes.	1,064	500	.....	491	2,065	625	64	31	281	720	.....	1,721
Public Library, Northfield.....	O.	10,000	12,000	Yes.	1,013	.....	.....	162	1,175	95	79	47	259	713	684	1,877
Free Public Library, Owatonna.....	O.	20,000	30,000	Yes.	2,400	500	.....	120	3,620	332	63	271	468	1,560	431	3,225
Public Library, Pipestone.....	O.	8,500	10,000	Yes.	976	100	.....	181	1,257	228	63	23	170	1,480	274	1,238

\* Includes branches valued at \$200,000.

\* Included in column 8.

\* Included in column 13.

\* Not including value of branches, \$374,199.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—(Continued).

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.							
						Received directly from taxation.	Appropriated by State, county, or city.	Alowment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	Total expenditures.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MINNESOTA—continued.																			
Carnegie-Lawther Library, Red Wing.....		O.	\$17,000	\$25,000	Yes.	\$2,609					\$102	\$2,711	\$460	\$141	\$189	\$977	\$1,006	\$106	\$2,599
Public Library, Rochester.....	\$15,000	O.	12,000		Yes.	2,972	\$300			\$841	143	4,256	613	138	122	300	2,064	437	3,724
Public Library, St. Cloud.....		O.	25,000		Yes.	2,538					100	2,638	558	141	188	514	1,140	415	2,936
Minnesota Free-Traveling Library, St. Paul.....		F.					13,500				898	14,398	2,928		299		6,921	4,229	14,387
Minnesota Historical Society, St. Paul.....		F.					75,000					20,000	3,228	180	900		11,158	6,328	21,662
Public Library, St. Paul.....		O.		600,000								75,000	15,475	2,099	3,666		33,643	15,731	70,664
Ramsey County Medical Society, St. Paul.....		F.				No.						1,170	75	350	125		420	275	1,170
State Board of Health, St. Paul.....		F.					250					260	5,700	(1)	(1)		5,900	1,250	250
State Library, St. Paul.....		F.					12,850					12,850	5,700	(1)	(1)		5,900	1,250	12,850
Bryant Library, Sauk Center.....		O.	14,000	16,000	Yes.	963	1,000			387	2,350	335	(1)		(1)	223	491	1,280	2,329
Public Library, Stillwater.....		O.	27,500	32,500	Yes.	2,849	400			394	3,643	620	158		156	592	1,310	408	3,247
State Prison, Stillwater.....		O.								110	110	110							110
Public Library, Virginia.....		O.	40,000	67,000	Yes.	8,000				200	8,200	210	231	345	345	511	2,351	2,704	8,246
Free Public Library, Winona.....	5,000	O.	60,000	75,000			6,807			375	7,544	1,496	290	371	803	3,421	2,642	7,023	
MISSISSIPPI.																			
Public Library, Greenville.....		R.				No.		100				100				400		466	866
State Library, Jackson.....		F.					3,300					3,300							
Public Library, Yazoo City.....		O.	30,000	40,000	No.		1,000				1,500	2,500	800		225	1,475		2,500	
MISSOURI.																			
Public Library, Carthage.....		O.	25,000	27,000		1	3,469				60	3,529	987			217	1,587	445	3,286
State Historical Society, Columbia.....		F.					11,600				1,000	12,600	400		1,800		7,100	3,100	12,100
Abbey Library, Conception.....										400		400	400						400



TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1919—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.					Expenditures for the last fiscal year.							Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allegation by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEBRASKA.																		
Free Public Library, Beatrice.		O.		\$25,000	Yes.	\$3,000					\$3,000	\$451	\$153	\$151	\$470	\$1,201	\$82	\$2,568
Public Library, Columbus.		R.			Yes.	1,500				\$100	1,600	560	52	25	202	708	88	1,635
Public Library, David City.		F.			Yes.	431				45	476	341	4			92	24	461
Lydia Brunn Woods Library, Falls City.		O.	\$7,000	12,000	Yes.	1,020				307	1,327	336	77	76	357	510	115	1,471
Public Library, Fremont.		O.	15,000	17,000	Yes.	1,884				826	2,713	469	74	1	101	1,071	532	2,268
Public Library, Grand Island.		O.	20,000	30,000	Yes.	2,000					2,000	275	129		346	1,072	214	2,036
Carnegie Library, Hastings.		O.	15,000	25,000	Yes.	1,806				471	2,277	506	100		1,277	1,990	634	2,287
Public Library, Kearney.		O.	12,000		Yes.	2,385					2,385	650	100	100	250	890	300	2,300
City Library, Lincoln.		O.	77,000		Yes.	9,611				1,854	11,465	2,830	417	351	1,039	5,834	1,138	11,649
Library Commission, Lincoln.		F.				\$7,500					7,500	2,214	294			3,400	1,086	6,924
State Historical Society, Lincoln.		F.				2,785					2,785	780	45			1,750	210	2,785
State Library, Lincoln.		F.			No.	10,000					10,000	200	900			5,800	400	10,000
Carnegie Public Library, McCook.		O.	10,000	13,000	Yes.	1,100				39	1,139	138	71		155	600	188	1,152
Public Library, Nebraska City.		O.		6,000	Yes.	2,000					2,000	1,400			150	450		2,000
Public Library, Omaha.		O.	2,000	200,000	Yes.	29,000				2,211	31,211	4,894	508		3,226	18,446	4,437	31,211
Public Library, Plattsmouth.		O.	2,000	2,500	Yes.	425				225	650	135	52			466	653	
Public Library, South Omaha.		O.	50,000	58,000	Yes.	5,209					5,209	579	285		366	2,948	754	5,209
Public Library, York.		O.	8,000	15,000	Yes.	2,300					2,300	500	125		50	225	780	2,200
NEVADA.																		
State Library, Carson City.		O.	70,000	70,000	No.						49,000	12,788	167	431		3,000		16,386
Free Public Library, Reno.		O.	15,000	25,000	Yes.	5,298					5,298	2,100	139	150	315	2,880	251	6,835
NEW HAMPSHIRE.																		
Town Library, Amherst.	\$1,000	O.	3,000	15,000	Yes.	300			\$30	4	343	114	27	34	58	72	20	325
James A. Tuttle Memorial Library, Andover.	11,350	O.	14,000	15,000			250		250		500	150			105	145	75	475
Free Public Library, Berlin.		O.	17,000	17,000			2,000			128	2,128	412	75		370	813	370	2,693

	2,500	O.	7,000	8,000	500	351	259	20	830 <sup>1</sup>	385	70	35	68	165	107	830
Minor-Sleeper Library, Bristol town.		O.	15,000	10,000	Yes.	1,500		329	829	97	38	38	64	249	341	827
Sisby Free Public Library, Charles- town.		O.	15,000	10,000	Yes.	300		15	1,601	205	57	60	260	800	81	1,563
Fiske Free Library, Claremont.		F.							315	2.0				52	13	315
Public Library, Colerbrook.																
New Hampshire Historical So- ciety, Concord.	70,000	O.	500,000	500,000	No.	500	\$3,186	5,088	8,774	850		100	635	4,300	964	6,849
Public Library, Concord.	5,000	O.			No.	5,000	250	250	5,500	6,000	150	284	524	6,000	497	5,339
State Library, Concord.		O.	315,000			18,000		250	18,000	6,000	(1)			6,000	497	12,500
Public Library, Dover.	4,000	O.	33,000	50,000		5,800	45	100	5,945	1,050	294	272	670	3,083	510	5,811
Public Library, Dublin.		O.	15,000			300		5	5,305	74	40	9		3,135	18	5,276
Taylor Library, East Derry.						66			186	260	30		23	125	10	457
Jeffrey Public Library, East Jaf- frey.	3,000	F.					120									
Public Library, Exeter.		O.	15,000		Yes.	350		250	600	270	66	24		200		560
Town Library, Fitzwilliam.	12,000	O.	5,000			2,000	481		3,005	654	176	54	354	1,068	392	2,728
Public Library, Franklin.	1,600	O.	20,000	5,000	Yes.	200	60	70	3,330	80			75	1,165	320	2,728
Weeks Public Library, Greenland.	1,500	O.	8,000		Yes.	56	60	60	2,400	442				1,200	1,136	2,772
Town Library, Hancock.	12,100	O.			No.	200	470	17	2,283	122	7	9	46	65	23	272
Fuller Public Library, Hillsboro.		F.				500		65	1,470	124	44	19		183	3	414
Public Library, Hinsdale.		O.			Yes.	800			565	200			122	200		522
Tucker Free Library, Henniker.	35,000	O.	16,500	18,000	No.	212	517	65	800	324	102	33		300	69	828
Social Library, Hollis.		O.	10,000		Yes.	250		30	729	191	59		112	217	86	665
Hills Memorial Library, Hudson.		O.			(1)	350			280	2	39	85	34	107	13	280
Public Library, Keene.		O.				2,500			350	10			97	175	29	355
Nichols Memorial Library, Kings- ton.	37,431	O.					1,784	576	4,662	765		233	780	1,966	395	4,294
Public Library, Laconia.	1,000	O.	15,000	16,000	No.	412	60		472	225	60	50		87		472
Public Library, Lancaster.	83,836	O.	65,000	86,000	No.	2,000	2,737	726	5,465	810	235	127	800	2,660	1,229	5,861
Public Library, Lebanon.	4,115	O.	25,000	27,000	Yes.	1,000	205	43	1,248	236	76	48	207	450	238	1,255
Public Library, Lisbon.	8,000	O.	21,000	24,000	Yes.	1,250	737	51	2,098	323	72	30	302	680	460	1,867
Public Library, Littleton.		O.			Yes.	450	155		605	174	18	61	113	225		501
City Library, Manchester.		O.	25,000	30,000	Yes.	1,500		592	2,092	302	(1)		379	500	486	1,667
Free Public Library, Marlboro.	38,182	O.	42,855	65,000	No.	10,500	1,230	448	12,178	2,981	60	507	896	5,887	1,499	12,178
Free Public Library, Meredith.		O.	5,000	10,000	Yes.	300	400	360	700	105	32	34	56	137		364
Free Library, Milford.	10,000	O.	12,000		Yes.	1,500	189	130	1,819	379	40	73	154	294	254	811
Public Library, Nashua.	5,600	F.			No.	5,500	600	192	6,292	1,516	238	128	111	965	90	1,804
Gordon-Nash Library, New Hampton.	15,000	O.	40,000	92,647										2,820	379	6,185
New Ipswich Library.	40,000	O.	16,000		No.		2,000		2,000	154	68	42	288	600	648	1,900
Public Library, Newmarket.		O.	10,000	5,000				576	2,576	208	84		58	236	40	576
Public Library, Newport.	15,000	O.	25,000	25,000	No.	600			600	250	5	14		150	300	719
Town Library, Peterboro.	20,000	O.	25,000		Yes.	1,789	1,189		1,189	96	84	92	332	480	54	1,138
Portsmouth Athenaeum.		O.	15,000	20,000		700	272		972	93	70	37		611	50	1,222
Public Library, Portsmouth.	20,175	O.	10,000	15,000	Yes.	600	550		1,150	58	(8)		90	1,850	601	1,357
Public Library, Rochester.		O.	20,000	30,000	Yes.	3,400	700		4,300	1,200	400	400	500	1,850	350	4,366
Hall Memorial Library, Tilton.	1,500	O.	10,000		Yes.	800		366	3,866	631	138	25	34	180	160	3,866
Public Library, Wakefield.	4,500	O.	7,000		No.		223	10	600	76	25	34	36	63	62	259
Bridge Memorial Library, Walpole.		O.		8,000	Yes.	500	20	50	233	78	20	30	107	172	92	601
Pillsbury Free Library, Warner.		O.			Yes.	667		175	842	307	38	44	16	175	61	641
Public Library, Whitefield.		O.	15,000	16,000	Yes.	750		15	765	400	14		100		45	634

<sup>1</sup> Included in column 8.<sup>2</sup> Includes \$50 received for building fund.<sup>3</sup> Included in column 13.

TABLE 36. Financial statistics of public and society libraries reporting 5,000 volumes and over in 1919—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allocation by society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force, and building.	For all other purposes (except for building).	
<b>NEW HAMPSHIRE—continued.</b>																		
Public Library, Wilton.	\$38,000	O.	\$50,000	\$75,000	.....	.....	\$800	.....	\$1,267	\$47	\$1,914	\$426	\$53	\$26	\$89	\$809	\$473	\$1,875
Brewster Free Library, Wolfeboro.	.....	F.	.....	.....	.....	.....	342	.....	.....	.....	342	.....	.....	.....	.....	304	.....	304
Wolfeboro Town Library.	.....	F.	6,652	7,000	Yes.	\$400	.....	.....	.....	.....	400	140	.....	.....	.....	78	205	423
Free Public Library, Woodsville.	.....	O.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>NEW JERSEY.</b>																		
Public Library, Asbury Park.	.....	O.	12,000	18,000	Yes.	2,592	.....	.....	.....	1,390	3,982	643	124	203	599	1,902	478	3,919
Free Public Library, Atlantic City.	.....	O.	71,075	125,000	.....	.....	14,000	.....	.....	.....	2,815	(1)	.....	1,018	1,419	8,154	1,118	14,322
Free Public Library, Bayonne.	.....	O.	50,000	65,000	.....	.....	15,511	.....	.....	816	16,327	4,013	331	334	593	6,700	3,313	15,544
Public Library, Belleville.	.....	O.	20,000	25,000	Yes.	3,590	.....	.....	.....	.....	3,590	.....	.....	200	200	1,400	3,500	5,400
Public Library, Bernardsville.	.....	O.	12,071	15,000	.....	.....	.....	.....	.....	1,076	1,076	294	34	48	196	1,156	306	2,034
Jarvis Memorial Library, Bloomfield.	.....	O.	.....	.....	.....	.....	.....	.....	2,830	.....	4,581	1,102	150	108	361	437	529	2,687
Bridgeton Library.	61,000	O.	.....	5,000	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington Library.	.....	O.	120,000	150,000	Yes.	18,000	.....	.....	.....	902	18,902	5,400	(1)	1,107	1,479	8,171	1,418	17,781
Free Public Library, Camden.	.....	O.	.....	.....	.....	.....	.....	.....	.....	690	18,902	5,400	.....	.....	.....	.....	.....	.....
North Baptist Church, Camden.	.....	F.	10,000	12,500	.....	2,042	.....	.....	.....	265	2,314	509	.....	73	110	735	314	1,801
Free Baptist Library, Camden.	.....	O.	.....	.....	Yes.	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Free Public Library, Dover.	.....	O.	49,979	107,638	.....	(1)	19,000	.....	.....	4,011	23,011	5,659	50	100	360	1,000	140	2,000
Free Public Library, East Orange.	.....	O.	102,662	.....	Yes.	18,136	4,925	.....	.....	4,933	27,714	4,257	240	1,102	1,272	9,957	6,231	23,059
Free Public Library, Elizabeth.	.....	O.	.....	19,000	Yes.	(2)	3,500	.....	.....	221	3,721	399	107	191	244	2,420	427	3,788
Free Public Library, Englewood.	.....	O.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public Library of Feagack and Gladstone.	.....	O.	.....	.....	No.	.....	.....	.....	.....	50	50	25	25	.....	.....	.....	.....	50
Free Public Library, Glen Ridge.	.....	F.	.....	.....	Yes.	2,530	.....	.....	.....	419	2,749	704	(1)	50	640	1,000	191	2,744
Johnson Public Library, Hackensack.	.....	O.	60,000	.....	Yes.	5,024	.....	.....	.....	844	5,708	1,391	115	390	635	2,928	371	5,708
Free Public Library, Haddonfield.	.....	O.	1,500	2,000	Yes.	1,000	.....	.....	.....	275	1,275	177	27	.....	123	604	260	1,292
East Newark Library, Harrison.	.....	F.	.....	.....	Yes.	1,000	.....	.....	.....	206	1,206	245	.....	.....	144	300	269	1,205
Free Public Library, Hoboken.	.....	O.	85,000	103,000	Yes.	21,200	.....	.....	.....	1,150	21,350	5,500	203	.....	1,438	13,048	4,004	27,107
Free Public Library, Jersey City.	.....	O.	250,000	270,042	Yes.	51,438	.....	.....	.....	2,200	53,638	10,187	1,391	8,801	3,036	21,058	12,037	81,477

Stryker Library Association, Lam- berville.....	R.	4,500	13,000	No.				541	1,436	159	40	37	284	234	55	809
Circulating Library, Long Branch.....	O.	80,000		No.				1,436	3,315	170	30		73	433	665	1,401
Public Library, Madison.....	O.	3,315		Yes.				3,315	18,151	590	119	166	2,440	433	889	3,315
Free Public Library, Montclair.....	O.	40,000	51,788	Yes.	(c)	15,000		3,151	18,151	1,924	316	719	1,844	7,817	889	13,819
Morrisstown Library and Lyceum.....	O.	55,000		No.				2,355	4,611	149	93	99	1,798	1,480	1,813	4,660
Circulating Library of the Burling- ton County Lyceum of History and Natural Science, Mount Holly.....	R.			No.												
Essex County Law Library, Newark.....	F.	315,000	750,000	Yes.		2,275			2,275	950				1,326		2,275
Free Public Library, Newark.....	O.			Yes.	112,289			17,000	129,285	20,980	2,560	7,596	18,716	59,345	19,674	128,751
Kearny Free Public Library, Newark.....	O.	28,584	37,500	Yes.	3,500			409	3,909	568	100	17	300	2,160	578	3,768
Kearny Soldiers' Home, Newark.....	R.															
Lawyers' Club, Newark.....																
New Jersey Historical Society, Newark.....	O.		300,000					7,100	7,100					1,650	4,950	6,500
Prudential Law Library, Newark.....	F.			Yes.												
Free Public Library, New Brun- swick.....	O.	50,000		Yes.	5,000				5,000	535	217	261	967	3,184		5,134
Dennis Library, Newton.....	O.	120,000	160,000	No.		500			500							
Free Library, Orange.....	F.	35,257		Yes.				1,320	7,236	824	242	228	923	4,379	920	7,516
Public Library, Passaic.....	O.		14,640	No.				810	15,450	3,102	461	777	2,074	6,593	1,985	15,082
Free Public Library, Paterson.....	O.	221,340	265,000	No.		27,500		2,410	29,910	5,177	1,078	1,036	3,353	15,744	3,502	29,940
Free Public Library, Perth Amboy.....	O.	20,000	35,000	Yes.	(t)	5,500		768	6,268	1,919	166	292	488	2,733	742	6,290
Public Library and Reading Room, Plainfield.....	O.	50,000		Yes.	8,733			1,894	7,694	18,321	1,797	859	1,243	3,426	1,590	9,254
Free Public Library, Princeton.....	R.			No.		1,250		390	1,740	206	50	15	530	801	80	1,740
Railway Library Association.....	O.		17,000	No.				449	3,387	810			127	1,109	907	2,853
Red Bank Library Company.....	R.		15,000	Yes.	2,081			1,064	1,094	475		50	360	624		1,509
Free Public Library, Rutherford.....	O.			No.				925	3,008	438	115	120	422	1,539	464	3,068
Salmon Library.....	O.	8,000	10,000	No.		1,000		100	1,300	139	58	103	123	511	212	1,146
Free Public Library, Somerville.....	O.	9,000	20,000	No.				730	7,300	470	79	82	128	1,121	5,098	7,398
Free Public Circulating Library Association, South Orange.....	O.	29,000	39,000	Yes.	2,250	600		982	3,832	516		179	483	1,990	3,994	3,562
Free Public Library, Summit.....	O.	100,000	80,000	Yes.	(t)	26,110		1,872	26,430	7,024	499	1,750	2,149	9,830	2,786	24,038
Free Public Library, Trenton.....	O.			Yes.					10,000	5,022				2,000	2,368	10,000
Public Library Commission, Tren- ton.....	F.	12,000		Yes.	1,400	275		69	10,200	3,200	(t)	298		618	522	10,200
State Library, Trenton.....	O.			Yes.					1,904	529		80	453	935	146	2,143
Free Public Library, Vineland.....	O.	1,000		Yes.					500							
Vineland Historical and Antiqua- rian Society.....	O.	15,842		Yes.	8,800				3,500	659	40	140	352	1,740	569	3,500
Free Public Library, Weehawken.....	O.	25,000	30,000	Yes.	2,732			219	2,951	697	70	100	300	1,208	491	2,946
Free Public Library, Westfield.....	O.		20,000	Yes.					6,017	804	129	162	499	8,980	346	5,910
Free Public Library, West Hobo- ken.....	O.	25,000	35,000			5,500		517								

\* Includes \$2,989 received for building fund.

\* Includes \$2,625 received for building site.

\* Not including \$660 received for building fund.

\* Included in column 13.

\* Includes value of two branches.

\* Included in column 8.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW MEXICO.																		
Public Library, Albuquerque.....		O.		\$20,000	Yes.	\$2,347					\$2,887	\$714	\$153	\$34		\$1,735		\$2,636
Carnegie Public Library, East Las Vegas.....		O.	\$10,000	15,000	Yes.	(1)	\$900				900							
NEW YORK.																		
Free Library, Albany.....		O.			Yes.	3,807	200			5,174	9,181	1,134	48	224	\$300	1,814	\$688	4,303
State Library, Albany.....		F.			No.		679,840		\$1,583	1,916	641,786	136,284	(4)	13,254		94,573		244,121
State Traveling Library, Albany.....		F.			No.		10,120				10,120							
Union Free Library, Albany.....		R.			Yes.	1,646		\$1,305		5		123	226		900	1,805	92	3,156
Young Men's Association, Albany: Central Library.....		O.	250,000	250,000	No.		3,981			3,202	7,186	2,217	244	171		3,804	651	7,147
Free Library.....		O.			No.		3,984	2,229		599	6,812	1,734	212	261	629	3,215	771	6,812
Y. M. C. A. Central Library, Albany.....		F.			No.		978	1,040		141	2,159	362	99	118		1,467	112	2,158
Swan Library Association, Albion.....	\$31,150	F.	15,000	20,000	Yes.	400	100				2,524	580	89	124	223	1,040	683	2,756
Free Library, Amsterdam.....	4,884	O.	25,000	33,000	No.		2,000			1,944	4,743	747	177	173	451	1,905	933	4,986
Free Library, Angeleno.....	3,000	O.		21,500	Yes.	200	100		128	228	648	174	23	11	53	122	147	530
Stevens Memorial Library, Attica.....		O.	40,000	50,000	No.		100		1,785		7,365	1,400	250	200	530	3,400	901	6,351
Seymour Library, Auburn.....	38,670	O.		7,500	Yes.	5,500	100		2,500		2,600							
Davenport Library, Bath.....	40,000	O.			No.		100											
Soldiers and Sailors Home, Bath.....		F.	6,000	8,800	Yes.	400	100	70		249	819	150	43	38	38	333	517	1,119
Free Library, Belmont.....		O.			No.		1,200				1,200	909				900		1,500
Brighton Law Library.....		F.			Yes.					590	11,030	2,703	334	753	612	5,811	1,305	11,630
Public Library, Binghamton.....		O.	75,000	85,000	Yes.	10,030	100				1,209	86	82	60	30	450	216	904
Erwin Library, Boscawen.....	19,000	O.	15,000		Yes.	250	100		852									
Hampden Library, Bridgehampton.....		O.			Yes.		100		632	54	804	200	41		118	243	201	902
Public Library, Brounville.....	17,650	R.			Yes.	1,520				771	2,021	316	63	56	1,000	829	410	2,675



PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mm tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—(continued).																		
Public Library, Fulton		O.	\$15,000	\$17,500	No.		\$1,600				\$2,326	\$230	\$116	\$65	\$461	\$813	\$549	\$2,234
Wadsworth Library, Genesee	\$20,510	O.	12,000	15,000	No.		100			\$726	1,125	343	194	94	364	863	1,067	2,942
Free Library, Geneva		R.			Yes.	\$800	100	\$105	\$1,717	1,062	2,942	168	47	63	391	473	1,111	1,226
Public Library, Glen Cove		F.		25,000	Yes.	1,000	100			1,400	2,900	259		83	223	868	1,864	4,068
Cardinal Free Library, Glens Falls	25,300	O.	50,000	65,000	Yes.	2,000	100	1,353		3,246	6,679	667	114	150	759	3,253	1,684	6,510
Free Library, Gloversville		O.																
Reading Room Association, Gouverneur		O.	5,000	8,500	Yes.	500	100	85		648	1,424	489	97	50	154	508	97	1,348
Moore Memorial Library, Greene	5,000	O.	60,000	65,000	No.		400	23	2,000	2,180	4,140	246	73	94	19	1,180	1,718	1,718
Free Library, Greenwich	50,000	O.	4,500	5,000	No.						425	45	19			1,120	27	280
King's Daughters' Public Library, Haverstraw	2,000	O.	15,000	25,000	No.		100	431	120	150	801	200	10		131	261	65	767
Free Library, Herkimer	10,000	O.	10,000	30,000	Yes.	100	1,500		600		11	402	112	116	311	703	380	2,146
Phillips Free Library, Homer		O.	10,000	12,000	Yes.	750	100			799	1,640	281	45		154	420	68	976
Public Library, Hornell		O.	26,770	50,000	Yes.	2,500	100			146	2,746	800	125	117	233	1,056	801	2,669
Hendrick Hudson Chapter D. A. R. Free Library, Hudson	21,000	F.			No.				847	72	919	174	14	27	130	400	14	765
Huntington Library Association					No.					1,175	1,175	308	36	41	166	488	185	1,175
Free Public Library, Iion	3,000		20,000	50,000	Yes.	2,500	100		183	119	2,902	342	191	61	480	1,436	368	2,874
Guileau Library, Irvington	9,000	F.			Yes.	1,250	100		597	80	2,027	404	146	61		1,068	210	1,818
Cornell Library Association, Ithaca	100,000	O.		40,000			200		3,672	5,969	9,841	3,700	135	210	875	1,936	2,273	9,129
Queens Borough Public Library, Jamaica		O.	193,000	330,000			145,998			5,000	150,998	23,780	2,940	5,000	18,543	79,941	20,112	149,666
James Prendergast Free Library, Jamestown		O.	40,000	80,000	No.		100											
Public Library, Johnstown	2,000	O.	25,000	31,000	Yes.	2,500	100		50	108	14,800	977	(1)	328	488	3,540	485	5,811
Oneida Community, Ltd., Kenwood		O.						459				475	95	59	420	1,410	345	2,810
City Library, Kingston		O.	31,000	36,000	No.		3,000			2,703	5,762	623	128	207	496	2,026	469	3,884

[illegible]

Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	In one for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force, and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—continued.																		
Hebrew Orphan Asylum, New York.		F.									\$1,250	\$350	\$100	\$800				\$1,250
Hispanic Society of America, New York.		O.							\$440	\$820	1,250	1,253			346	\$1,820		3,419
Holland Society, New York.		R.			No.			29,000			29,000	7,028	\$563	246	900	10,039	\$9,303	28,979
Loan Libraries for Ships, New York.	\$10,714	F.																
Mercantile Library, New York.																		
Merchants Association of New York.																		
Methodist Historical Society, New York.		F.																
Metropolitan Life Insurance Co., New York.																		
Metropolitan Museum of Art, New York.		F.								10,557	10,557	7,434	1,538	811			774	10,557
Mutual Life Insurance Co. of New York.		O.																
National City Bank Financial Library, New York.		F.																
New York Academy of Medicine.	120,112	O.		\$600,000	No.			10,232	5,766	4,435	20,523	5,766	1,743	2,283		10,730		20,522
New York Botanical Garden.		O.			No.	\$1,380		2,000		2,000	5,380	2,730	(1)	1,220		1,380		5,330
New York County Lawyers' Association.		R.			No.			5,730		3,805	9,535	4,948	(1)	639		2,718	652	8,957
New York County Penitentiary.																		
New York Geographical and Biographical Society.		O.	\$20,000	65,000	No.					8,598	330	(1)	(1)	132	681	3,094	4,425	8,662
New York Historical Society.	15,000	O.	421,000	1,500,000	No.			31,552	600	9,050	41,202	2,405	(1)		1,533	11,438	6,246	22,112
New York Law Institute.								16,495			16,405	4,637	(1)	1,064		7,572	3,722	16,405
New York Press Club.		F.																

New York Society Library.....	433,899	O.	55,560	150,000			12,887	7,515	20,402	5,198	362	782	983	7,944	4,782	20,033
Players Library, New York.....		F.							2,000					1,500		1,875
Public Library, New York.....	10,605,300	F.	9,000,000	32,725,540	No.	654,869	475,625	88,469	1,214,163	188,063	(1)	41,381	64,648	647,732	193,228	1,134,902
Public Service Commission, First District, New York.....		F.				4,187								3,180		4,187
Rockefeller Institute for Medical Research, New York.....		F.														
Russell Sage Foundation, New York.....		F.														
Union League Club, New York.....		O.							8,200	680	314	468		5,667		7,129
University Club, New York.....		F.							6,130	930	2,250	950		2,000		6,130
Y. M. C. A., New York.....		F.							5,000	750	390	217	943	2,700		5,000
Y. M. C. A. (Railroad Branch), New York.....		F.														
Y. M. C. A. (23rd St. Branch), New York.....		F.			No.			2,493			330	231		1,740	192	2,493
Young Men's Hebrew Association, New York.....		F.							3,342	518	383	211		2,141	79	3,342
Y. W. C. A. (Central Branch), New York.....		F.							2,105	600	100	75		1,330		2,105
Public Library, Niagara Falls.....		F.	50,000	60,000				742	3,127	333	222	36		2,323	213	3,127
Public Library, North Tonawanda.....		O.	20,000	24,000	Yes.	8,100	1,885	9,885	2,021	235	580	806		4,077	1,038	8,757
Guernsey Memorial Library, Norwich.....		O.				100	750	3,850	3,850	635	92	198	397	1,470	271	3,063
Supreme Court Law Library (Follett Memorial Library), Norwich.....	13,000	O.		24,000	Yes.	1,000	1,233	1,265		426	132	118	308	788	1,461	3,233
Nyack Library.....		R.	15,000	22,000	Yes.	558			1,459	558		450		250	201	1,459
Public Library, Ogdensburg.....	4,000	O.	40,000	60,000	Yes.	2,333		557	2,980	600	119	86	320	1,228	547	2,980
Public Library, Olean.....		O.	40,000	56,000	Yes.	2,000	160	1,712	3,972	142	94	77	635	1,469	155	2,602
Public Library, Oneonta.....		R.				4,250		381	4,631	673	119	373	436	2,062	1,015	4,678
Public Library, Ossining.....		O.	26,000	37,000		3,100		525	2,325	925	19			484	360	1,917
Sing Sing Prison, Ossining.....		F.				316		309	3,409	969	69	107	604	988	347	3,064
City Library, Oswego.....	5,100	O.	25,000	30,000		750	420		1,170	74	82	63		751	200	1,170
Cornell Free Library, Oswego.....	18,000	O.	34,000	40,000		1,355	543		2,198	146	(1)		493	791	426	1,856
Oxford Memorial Library.....		O.	5,000	7,000	Yes.	100			846	206	82	137	165	300		890
Free Library, Oyster Bay.....		O.	5,000	7,000	Yes.	700	46		1,058	215	22	193	145	479	325	1,379
Public Library, Patchogue.....		O.	15,000		Yes.	1,500	180		1,780	540	70	108	261	732	140	1,851
Field Library, Peekskill.....	14,000	O.		3,000	No.		818		886	306		63	400	194	963	
Public Library, Pen Yan.....		O.	10,000	13,000	Yes.	1,000	178		1,278	299	49	46	159	530	33	1,116
Public Library, Plattsburg.....		R.				39			3,139	767	145	226	600	1,150	351	3,259
Sherman Free Library, Port Henry.....		O.				300	900		1,210	231	39		242	248	450	1,210
Free Library, Port Jervis.....	20,000	O.	26,000	31,000	Yes.	3,200			3,614	698	109	174	395	1,761	604	3,741
Public Library and Reading Room, Potsdam.....		O.				100										
Adriance Memorial Library, Poughkeepsie.....		O.			Yes.	1,200		310	1,610	231	176	84	137	459	298	1,385
Bath-on-Hudson Public Library, Rensselaer.....	3,000	O.	90,000	180,000	Yes.	12,025	120	329	12,474	2,808	(1)	468	598	6,540	565	10,979
Appellate Division Law Library, Rochester.....		F.			No.	600				600	225		41	150	18	434

1 Included in column 13.

2 Includes value of 38 branches, \$4,225,540.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allegation by institution or society.	From permanent fund.	From productive fund.	From all other sources.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—continued.																		
Public Library, Rochester.		F.	\$30,000		Yes.	(1)	\$31,250				\$31,250	\$11,442	\$126	\$17		\$6,700	\$7,677	\$25,962
Rockwell Library, Rochester.		F.			No.						12,000	3,020	645	438	\$968	5,268	1,621	11,734
Rochester Historical Society.		F.					2,500				2,500					2,645		2,645
Public Library, Rockville Center.		F.	13,168		Yes.	\$1,000	1,100				1,231	180	55		153	590	199	1,213
Public Library Association, Rome.	\$40,000	O.	30,000		Yes.		1,100				3,403	320	101	184	258	1,420	164	2,445
Free Reading Room, Rome.		O.	30,000		No.			687			988	45	29		215	558	129	976
Josephine Memorial Library, Rome.		O.																
East 4th Street Library, Salem.	175,000	O.	100,000	125,000	No.				7,000		7,000	651	290	190		3,204	2,113	6,428
Public Library, Salem.		O.	21,000	25,000	No.		100				1,940	207	40	15	700	5,612	566	2,040
Public Library, Sausalito.	1,100	O.	8,000	12,000	Yes.	500	50		20		1,243	101	40		179	855	637	2,040
Public Library, Sausalito.		F.			Yes.	1,000	100				1,692	298	27		840	57	1,222	1,812
Free Public Library & School Library, Sausalito.	4,000	O.	55,500	75,000	No.		11,100		80		2,612	4,045	419	1,119	628	6,069	1,434	13,792
Public Library, Shelter Island.		O.	3,000	5,000	No.		100				437	155	65	48	126	326	72	637
Public Library, Shilburne.	7,500	O.	20,000	22,000	Yes.	500	100		400		1,132	253	26	2	281	456	125	1,034
Public Library, Skaneateles.		F.	18,000	25,000	Yes.	508	100		725		988	303	61	36	311	182	21	1,063
Library Association, Skaneateles.	12,500	O.	25,000	19,500	No.		2,950				1,713	175	123		258	421	144	1,486
Carrington Library, Solway.		O.									2,968	350	41	66		1,367	421	2,503
Reginald Memorial Library, Southampton.		O.																
Public Library, Springfield.	7,315	O.	18,000	23,000	Yes.	700		100	958		2,753	453	48	103	263	1,049	842	2,753
Public Library, Syracuse.		F.			No.		754				870	230	78	18		490	100	883
Public Library, Syracuse.		F.					8,400				86					4,990		4,990
Young Men's Library, Tarrytown.		O.	200,000	300,000	Yes.	44,500	300				8,490	3,506	335	645		4,890		4,936
Young Men's Library, Tarrytown.		O.	20,000	30,000	Yes.	2,000					41,800	10,722	1,194	2,631	3,607	19,726	4,923	42,803
Public Library, Tarrytown.		O.	20,000	30,000	Yes.	2,000					41,800	10,722	1,194	2,631	3,607	19,726	4,923	42,803
Public Library, Tarrytown.		O.	20,000	30,000	Yes.	2,000					41,800	10,722	1,194	2,631	3,607	19,726	4,923	42,803
Public Library, Troy.	61,500	O.	110,000	125,000	Yes.	450	100				550	244	19	33		240	11	647
Public Library, Troy.		O.			No.		6,600				10,610	1,443	415	624	1,172	6,946	400	11,405
Ontario Historical Society, Utica.		O.	220,000	272,441			20,200				28,785	4,936	510	1,127	1,401	17,516	4,560	26,453
Utica Law Library Association.		F.																

Public Library, Walden.....	R.	14,000	17,000	Yes.	400	100	827	89	589	214	19	143	207	64	647
Ogden Free Library, Walton.....	O.	25,000	30,000	No.	100	100	827	740	827	490	101	109	208	64	827
Grinnell Library Association, Wapwagons Falls.....	O.	18,000	26,000	Yes.	100	100	1,074	740	740	51	83	105	242	525	1,006
Public Library, Warrensburg.....	O.	12,500	18,000	Yes.	1,250	100	51	1,074	1,401	219	64	11	100	329	1,274
Public Library, Warsaw.....	O.	10,000	18,000	Yes.	400	100	1,000	150	1,650	300	50	75	225	300	1,401
Waterloo Library and Historical Society.....	O.	10,000	18,000	Yes.	400	100	1,000	150	1,650	300	50	75	225	300	1,401
Waterville Public Library.....	O.	23,413	23,413	Yes.	500	100	5,142	283	883	224	92	51	452	7,262	844
David A. Howe Public Library, Wellsboro.....	O.	81,302	100,000	No.	5,000	100	5,142	104	5,346	183	161	434	2,061	416	4,109
Paterson Library, Westfield.....	O.	25,000	40,000	Yes.	5,000	100	60	300	5,144	1,655	224	324	641	851	6,443
Public Library, White Plains.....	O.	1,734	3,000	No.	12,500	100	692	692	21,724	2,956	359	30	200	70	340
Free Library, Wyoming.....	O.	60,000	75,000	Yes.	12,500	100	1,962	7,162	21,724	2,956	359	1,054	1,585	8,263	692
Hollywood Inn Club, Yonkers.....	F.	47,500	75,000	No.	1,000	100	815	219	1,034	154	61	48	720	51	1,034
Woman's Institute, Yonkers.....	F.			No.											
NORTH CAROLINA.															
Pack Memorial Library, Asheville.....	O.	40,000	65,000	No.	4,000	4,000			4,000	827	120	138	409	225	4,034
Carnegie Library, Charlotte.....	O.	25,000	10,000	No.	1,500	1,500			1,726	300	70	25	125	225	1,486
Public Library, Durham.....	O.	30,448	40,000	No.	3,000	3,000			2,883	543	313	97	432	496	3,270
Good Will Free Library, Ledger.....	O.	2,500		No.	2,000	2,000			3,516	310	155	314	1,538	1,199	3,516
Olivia Rancey Library, Raleigh.....	O.	60,000		No.	2,000	2,000			2,900	500	(3)		2,400	2,900	2,900
State Library, Raleigh.....	F.			No.	1,700	1,700			1,919	366	(3)	106	1,103	204	1,779
Supreme Court, Raleigh.....	F.			No.											
Public Library, Wilmington.....	F.			No.											
Carnegie Public Library, Winston-Salem.....	O.	15,000	30,000	No.	1,500	1,500			1,500	756			744		1,500
NORTH DAKOTA.															
Public Library Commission, Bismarck.....	F.			No.	1,464	1,464			1,464	347	20		867	221	1,464
Seque Law Library, Bismarck.....	F.			No.	3,200	3,200			3,200	2,000			1,200	166	3,200
Public Library, Dickinson.....	O.	12,500	20,500	Yes.	1,250	84	84	181	1,515	160	51	24	173	128	1,554
Masonic Grand Lodge, Fargo.....	O.	20,000	35,000	Yes.	4,423	4,423			875	377	331	128	331	462	836
Public Library, Fargo.....	O.	20,000	27,600	Yes.	3,300	3,300			4,462	453	138	152	641	2,235	4,161
City Library, Grand Forks.....	O.			Yes.					3,726	783	(3)	10	2,351	3,969	3,969
OHIO.															
Law Library, Akron.....	F.			Yes.	2,500	2,500			2,574	2,819		27	695	59	3,630
Public Library, Akron.....	O.	53,000	60,000	Yes.	9,445	9,445			5,000	580	315	450	1,150	2,702	9,917
Carnegie Free Library, Alliance.....	O.	25,000	60,000	Yes.	2,135	2,135			2,288	257	306	141	182	457	3,918
Free Public Library, Ashland.....	O.	15,000	40,000	Yes.	1,500	1,500			1,500	249	68	50	94	107	1,363
Carnegie Free Library, Bellefontaine.....	O.	14,000		Yes.	1,400	1,400			1,450	576	(3)	129	548	142	1,395

\* Included in column 13.

\* Included in column 8.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allocation by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
OHIO—continued.																		
Carnegie-Stahl Free Public Library, Bellevue.....	.....	O.	\$10,000	\$16,000	Yes.	\$1,740	.....	.....	.....	\$159	\$1,906	\$131	\$151	\$31	\$157	\$588	\$205	\$1,313
Free Public Library, Bryan.....	.....	O.	10,000	15,000	Yes.	550	.....	.....	.....	.....	550	505	40	74	175	400	.....	2,000
Public Library, Bucyrus.....	\$26,000	O.	15,000	25,000	Yes.	1,500	.....	.....	\$700	50	1,250	505	75	190	260	960	10	2,000
Public Library, Cadiz.....	.....	R.	.....	.....	Yes.	638	.....	.....	.....	47	2,685	124	28	.....	160	308	29	2,645
Public Library, Cambridge, Canton.....	.....	O.	23,000	50,000	Yes.	(?)	\$5,917	.....	.....	.....	5,917	1,135	(?)	213	278	3,100	610	5,326
Public Library Association, Canton.....	.....	O.	60,000	100,000	Yes.	(?)	7,096	.....	.....	806	7,902	1,510	216	250	409	4,195	1,123	7,703
Dorcas Carey Public Library, Carey.....	.....	O.	8,000	15,000	Yes.	775	.....	.....	.....	445	1,220	360	67	33	89	420	146	1,115
Public Library, Chillicothe.....	.....	O.	30,000	.....	Yes.	3,000	500	.....	.....	435	3,935	988	135	163	240	1,800	111	3,437
Cincinnati Hospital Library.....	.....	.....	.....	.....	.....	.....	.....	\$2,163	.....	.....	2,163	15	900	132	.....	1,116	.....	2,163
Cincinnati Law Library Association.....	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cincinnati Society of Natural History.....	.....	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Historical and Philosophical Society of Ohio, Cincinnati.....	.....	F.	.....	.....	No.	.....	.....	.....	.....	3,131	4,131	153	.....	13	.....	1,050	504	1,725
Lloyd Library, Cincinnati.....	.....	F.	14,000	20,000	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mussey Medical and Scientific Library, Cincinnati.....	.....	O.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public Library, Cincinnati.....	22,300	O.	623,000	1,042,700	Yes.	163,221	.....	.....	463	7,811	171,495	35,253	(?)	9,622	3,729	107,809	15,062	171,495
Theological and Religious Library, Cincinnati.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
United States Circuit Court of Appeals, Cincinnati.....	.....	F.	.....	.....	.....	.....	2,800	.....	.....	1,465	4,265	2,398	(?)	(?)	.....	1,800	.....	4,198
Young Men's Mercantile Library Association, Cincinnati.....	.....	F.	.....	150,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public Library, Circleville.....	.....	F.	.....	.....	Yes.	698	461	.....	.....	205	1,367	175	113	48	.....	840	67	1,243

[illegible]

Includes \$250 received for building fund.

Included in column 8.

Included in column 13.

Includes \$800 received for building fund.

\* Value of 12 branches; main library is in rented building.

• **Wissenschaftszentrum für Sozialforschung**, Berlin

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	(Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Alloiment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Ohio—continued.																		
Public Library, Mount Vernon.	\$650	O.		\$10,000	Yes.	\$1,735			\$56	\$80	\$1,871	\$60	\$92	\$61		\$1,136	\$416	\$1,771
National Home, D. V. S. (Putnam and Thomas Library), National Military Home.		O.		20,000	No.		\$540	963		844	1,384	125	361	61		898		1,384
Public Library, Newark.		O.	\$640	2,500	Yes.	280					240	181	13	11	\$12	1,170	41	279
Public Library, New Stratsville.		O.																
Young Men's Library and Reading Room Association, Norwalk.	2,000	O.	27,000	35,000	Yes.	1,500		\$150	198	104	1,872	255	60	77	345	992	422	2,131
Public Library, Painesville.	1,000	O.	12,000	20,000	Yes.	414	845		97	246	1,452	546	100	84	96	1,106	201	2,133
Way Public Library, Painesville.	15,000	O.	10,000	65,000	Yes.	274			650	27	951	555	55	102	136	353	262	1,463
Free Public Library, Portsmouth.		O.	50,000	65,000	Yes.	4,005				64	4,069	994	130	110	358	1,928	603	4,146
Public Library, Salem.		O.	20,000	25,000	Yes.	2,500					2,500							
Library Association, Sandusky.		O.	50,000		No.		3,223			2,778	1,000	406	180		1,055	2,262	569	4,602
Martin Memorial Library, Shelby.		O.	6,000	8,500	Yes.	1,000				1,356	5,008	907	189	50	189	1,902	325	2,000
Public Library, Sidney.		F.			Yes.	3,062											814	4,241
Ward Public Library, Springfield.		O.		100,000	Yes.	6,148				261	6,399	1,260	250	487	446	3,633	381	6,467
Carnegie Library, Stronbenville.		O.	62,000	70,000	Yes.		4,400				4,400	555	198	212	156	2,580	696	4,397
Public Library, Tiffin.		O.	25,000	30,000	Yes.	(3)	2,500				2,500	500	70	75	240	830		1,705
Law Association, Toledo.		F.			Yes.		900	2,661			3,561	2,123		236		900	105	3,304
Public Library, Toledo.		O.	66,000	317,000	Yes.	29,005				2,196	31,201	7,884	500	1,161		13,963	3,096	27,104
Public Library, Urbana.		O.	3,000	3,000	Yes.	1,612				89	1,701	390	117	60	119	751	112	1,519
Brumback Library, Van Wert.		O.	50,000	75,000	Yes.	(2)	6,948				6,948	1,016	216	421	631	3,722	751	6,780
Public Library, Warren.		O.	27,800	30,000	Yes.	3,350					6,048	507	101	121	410	1,778	291	3,948
Carnegie Public Library, Washington Court House.	3,500	O.	15,550	20,000	Yes.	1,600			140	111	3,031	285	96	65	57	940	158	1,597
Public Library, Wellington.		O.	25,000	25,000	Yes.	1,140				101	1,241	300	70	116	202	497	21	1,265
Carnegie Library, Wilmington.		O.	15,200	20,000	Yes.	1,250					1,250	178			504	653	170	1,267
Public Library, Wooster.		O.	13,600	30,000	Yes.	3,408				136	4,544	312	70	38	190	1,093	300	1,621
Greene County Library, Xenia.		O.	20,000		Yes.	2,183					2,183	326	61	132	290	1,246		2,635

Reuben McMillan Free Library, Yonkers, N. Y.	O.	150,000	200,000	Yes.	17,909		1,008	18,377	4,477	341	413	1,737	9,897	1,562	18,427
Joan McIndure Public Library, Zanesville, O.	O.	52,500		Yes.	5,135			5,135							
OKLAHOMA.															
Carnegie Public Library, El Reno.	O.	12,000	25,000	Yes.	2,200		200	2,400	298				1,440	903	2,603
Public Library, Enid.	O.	23,000	25,000	Yes.	2,500		140	2,640	443	123		195	1,170	454	2,395
Carnegie Library, Guthrie.	O.	23,000	50,000	Yes.	2,400		175	2,575					1,680	1,078	2,758
Public Library, Muskogee.	O.	60,000	68,500	Yes.	6,500		170	6,670	364	163	176	518	2,714	807	3,523
Carnegie Library, Oklahoma.	O.	60,000	89,768	No.	7,328		647	8,015	1,187	326	489	149	3,340	824	5,013
Oklahoma Library, Oklahoma.	O.				12,286			12,286	3,293	83			2,280	1,083	7,069
Carnegie Public Library, Shawnee.	O.	15,000	25,000	Yes.	(*)		150	3,046	1,101	188	81	217	3,324	125	5,009
OREGON.															
Public Library Association, Astoria.	F.			Yes.											
Public Library, Baker.	O.	25,000	27,000	Yes.	2,600		207	2,807	440	103	244	215	1,605	196	2,893
L. O. C. F., Portland.	F.			No.			500	500	30	(*)			360		390
Library Association, Portland.	O.	475,000	* 980,180	Yes.	114,236		6,907	213,567	27,544	2,283	3,925	4,718	62,885	17,330	118,367
Antimasonic Law Library, Fort Lind.	F.														
L. O. C. F., Salem.	F.					410		410	160	50			200		410
Public Library, Salem.	O.	30,000	40,000		5,700		640	6,340	737	208	146	409	2,434	1,067	6,022
Salem Library, Salem.	F.				9,000			9,000	2,650	(*)	138		5,701	451	9,040
Supreme Court, Salem.	F.				5,600		3,345	5,613	6,581	255	138		1,863	577	9,174
Public Library, The Dalles.	O.	10,000		Yes.	3,022			3,040	1,857	141	87	104	1,048	715	4,550
PENNSYLVANIA.															
Free Library, Allentown.	O.	17,000	40,000	No.	1,000		3,016	4,616	295	6	30	200	1,273	2,305	4,145
Mechanics' Library and Reading Room Association, Altoona.	F.		70,000	No.		4,800	1,840	6,670	1,721	784	127		3,000	300	6,532
Free Library, Ardmore.	R.			No.	300		380	680	94	8	336		1,340	35	635
Spaulding Memorial Library, Athens.	O.	40,000			200		1,150	1,350	103	31	59	136	640	318	1,350
Carnegie Free Library, Beaver Falls.	O.	50,000	90,000		4,344			4,344	1,086	(*)	(*)	242	2,525	491	4,344
Free Library of the Bethlehem, Bethlehem.	F.														
Mechanics' Church, Archives and Reading Library, Bethlehem.	F.	3,030			1,000		200	200	229	65	182	388	1,134	200	200
Public Library, Bloomsburg.	O.		350,000	No.			1,521	12,684	3,450	900	1,540	1,540	11,300	4,750	25,530
Carnegie Free Library, Bradnock.	O.		35,000	Yes.	5,256		976	6,149	1,211	220	603	243	2,168	701	5,725
Carnegie Public Library, Bradford.	O.	25,000	35,000	No.			1,178	1,178	220	(*)	33	122	1,162	721	1,023
Public Library, Butler.	F.			Yes.	820		151	730	122	47		173	300	66	707
Green Free Library, Canton.	O.	13,000					54								

\* Not including \$3,000 received for building fund.

\* Included in column 13.

\* Includes value of 4 branches, \$153,181.

\* Includes \$72,834 received for building fund.

\* Includes \$611 received for building fund.

\* Included in column 8.

\* Includes \$2,500 received for additional ground.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
PENNSYLVANIA—continued.																		
Cumberland County Law Library, Carlisle.....		F.	\$40,000	\$58,000	No.				\$2,000	\$379	\$2,379	\$365	\$106	\$85	\$486	\$576	\$472	\$2,182
J. Herman Foster Memorial Library, Carlisle.....	\$40,000	O.			No.													
Andrew Carnegie Free Library, Carnegie.....	193,000	O.	100,000	125,000	No.				10,000	250	10,250	2,500	165	500	600	3,000	100	6,865
Free Library, Chester.....		O.	5,000	7,000	No.					2,898	2,898	399	80	26	603	1,449	206	2,743
West End Free Library, Chester.		F.			No.		\$500			618	1,118	118		20	180	750	80	1,118
Carnegie Free Library, Connel-		O.	50,000	75,000	Yes.	\$3,691	2,700				6,391	2,202	222	115	200	2,610	1,042	6,391
Public Library, Cory.		F.			Yes.	543				107	650	63	45			275	36	6,419
Public Library, Coudersport.		F.			Yes.	1,200					1,200	175	62			612	118	967
Thomas Beaver Free Library, Danville.....	40,000	O.	75,000	75,000	No.				2,000		2,000	300	108	30	125	1,389		1,943
Free Library, Darby.....	10,000	O.	10,000	15,000	No.					412	412	60		35	100	217		1,412
Carnegie Free Library, Duquesne.	339,000	O.	250,000	350,000	No.				6,900		6,900	1,500	200	400	300	4,800		6,900
Public Library, Easton.....	10,000	O.	64,000	100,000	No.		8,500			268	9,268	365	272	68	625	5,319	770	7,369
Public Library, Erie.....		O.	150,000	176,000	No.		18,799		499		18,799	3,675	586	1,139	1,822	8,953	1,893	18,940
Fallsington Library.....	5,000	O.	3,201		No.					238	737	248	(1)		104	165	308	825
Public Library, Franklin.		R.			No.													
Public Library, Hanover.	53,000	O.	75,000		No.				2,862	481	3,343	868	139	113	111	1,478	690	3,335
Dauphin County Law Library, Harrisburg.....		F.			No.		2,900				2,900			14		1,200	205	1,419
Public Library, Harrisburg.	70,000	F.	40,000	60,000	No.				5,542	380	5,922	725	(1)		13	859	84	2,549
State Library, Harrisburg.		F.			No.		48,775				48,775	10,000	(1)				38,775	48,775
Union Library, Hazleton.	3,500	O.	3,000	7,000	No.				240	75	315	150	10		6	195	25	315
Public Library, Hazleton.		O.	60,000	80,000	Yes.	4,100	800			276	5,176	1,647	(1)	221	572	2,280	455	5,175
Allegheny County Workhouse, Hazleton.....		O.																
Carnegie Library, Homestead.....	320,000	O.	85,000	170,000	No.			\$50	9,000		9,000	20	5	25		700		9,010

Arlington Library Society, Jenkintown.	20,554	O.	20,000	30,000	No.	1,683	592	2,255	135	27	26	98	698	174	1,150
Cumtrea Free Library, Johnstown.	29,494	O.	57,153	82,152	No.	1,326	305	6,631	735	207	107	422	2,630	2,444	6,545
Bayard Taylor Memorial Library Association, Kennett Square.	4,800	O.	5,030	8,500	No.	278	374	882				120	862	163	875
A. Herr Smith Memorial Library, Lancaster.		O.			No.	2,000		2,528	528	22	187	244	798	144	1,920
Lancaster Law Library Association, Y. M. C. A., Lancaster.		F.	11,000		No.	255		1,400	100	155			50	1,000	1,060
Langhorne Library.		O.			No.	800		901	200				600		809
Free Public Library, Lansdowne.		F.			No.	170		35	116	58	28			2	205
Public Library, Lebanon.		F.			No.			2,875	600	54	50	100	1,668	300	2,772
Annie Helenlake Ross Library, Lock Haven.		O.		14,000	No.			388	1,509	183		461	2,720	454	5,337
Carnegie Free Library, McKeesport.		O.	50,000	75,000	No.	5,000		5,388	3,561	118			1,268	628	2,763
Dinnick Memorial Library, Mauch Chunk.	75,000	O.	15,000	18,000	No.	3,561		3,561	751				1,467	100	2,045
Free Public Library, Meadville.		O.		18,000	No.	1,000		2,050	230	150	48	50	1,467	100	2,045
Delaware County Institute of Science, Media.		O.	15,000	25,000	No.			720	25	(1)				50	75
Free Library, Media.	736	O.	5,000		No.	500		1,011	145	56	13	8	543	99	864
Susquehanna County Historical Society and Free Library Association, Montrose.		O.	30,000	35,000	No.			1,118	2,502	575	61	82	217	1,002	2,473
Amelia S. Givin Free Library, Mount Holly Springs.		O.	20,000	25,000	No.			600	600				380	20	698
Free Public Library, New Castle.		R.	5,000	6,000	No.	4,000		240	800	183	174	494	2,323	332	4,336
Newtown Library Company.	14,000	O.			No.	665		230	225	55		60	100	10	450
Montgomery County Law Library, Norristown.	13,333	F.			No.			600	1,500	1,000			200		1,200
Norristown Library Company.		O.			No.										
Wm. McAnn Library, Norristown.		F.			No.			1,565	315	109	49		942	150	1,565
Free Public Library, North East.	400	F.			No.	450		27	112		71		200		578
Public Library, Oakmont.		O.	23,000	35,000	Yes.	2,202		2,202	260	94			1,500	448	2,302
Carnegie Public Library, Oil City.		O.	40,000		No.	3,000		694	3,694						
Academy of Natural Sciences, Philadelphia.	45,000	F.			No.										
American Entomological Society, Philadelphia.		F.			No.	3,776		5,180							
American Philosophical Society, Philadelphia.		O.			No.										
American Sunday School Union, Philadelphia.		F.			No.										
Apprentices' Free Library Company, Philadelphia.	107,850	O.		50,000	No.	11,981	454	12,435	897	217	1,097	628	3,809	1,302	7,948
Art Club of Philadelphia.		O.			No.	1,121		1,121	336	750	35				1,121
Athenaeum of Philadelphia.		O.			No.										
Booklovers Library, Philadelphia.		R.	40,000		No.										
Carpenters' Company, Philadelphia.		O.			No.										

\* Report received too late to appear in summary tables.

\* Not including \$14,000 received for building fund.

1 Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	(Occupancy of building.	(Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.							
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	Total expenditures.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
PENNSYLVANIA—continued.																			
College of Physicians of Philadelphia.....	\$102,533	O.	\$234,600	\$364,600	.....	.....	.....	\$7,000	\$3,598	\$2,000	\$12,598	\$6,145	(1)	\$1,636	.....	\$4,250	.....	\$12,031	
Commercial Library of the Philadelphia Board.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Troostean Library of the Protestant Episcopal Church, Philadelphia Eastern Penitentiary, Philadelphia.....	.....	F.	.....	.....	No.	.....	\$500	6,650	98	.....	500	500	.....	728	.....	\$4,387	.....	500	
Franklin Institute, Philadelphia Free Library, Philadelphia Friends' Free Library, Philadelphia.....	25,650 201,700 50,000	O. F. O.	25,000 ..... 25,000 15,000	60,000 ..... 30,000	No. No. No. No.	.....	234,100	12,337	4,828	.....	251,205	1,073 41,517	(1) \$4,971	15,361	.....	\$4,387	\$182,564	8,858 24,413	
Friends' Library, Philadelphia George Institute and Library, Philadelphia.....	.....	O.	10,000	15,000	.....	.....	.....	.....	905	3,832	4,317	1,077	215	192	\$422	1,821	443	4,170	
German Society of Pennsylvania, Philadelphia.....	.....	O.	50,000	70,000	No.	.....	.....	1,615	.....	.....	1,615	200	30	20	165	1,200	.....	1,615	
Grand Lodge of F. and A. M. of Pennsylvania, Philadelphia.....	.....	F.	.....	.....	.....	.....	.....	500	.....	.....	500	250	25	29	.....	320	.....	634	
Hill School Society of Pennsylvania, Philadelphia.....	20,500	O.	300,000	400,000	No.	.....	.....	9,775	.....	.....	9,775	176	88	255	.....	4,800	4,456	9,775	
K. Penech Israel Free Library, Philadelphia.....	.....	F.	.....	.....	No.	.....	.....	9,506	800	11,000	21,826	1,823	(1)	869	.....	11,000	.....	13,392	
Law Association of Philadelphia Law Library of Stephen Clark Building, Philadelphia.....	.....	F.	.....	.....	No.	.....	.....	.....	15,566	.....	15,566	4,000	200	1,113	.....	8,962	1,247	15,512	
Library Association of Friends, Philadelphia.....	.....	.....	.....	.....	No.	.....	.....	.....	1,155	.....	1,155	316	30	190	.....	670	.....	1,155	
Philadelphia Library Company of Philadelphia.....	2,680	F. O.	100,000 .....	1,200,000 .....	No. No.	.....	.....	250 42,300	182	413	945 42,300	31 5,242	(1) .....	.....	.....	.....	550 17,079	304 41,970	915

Lovett Memorial Free Library, Philadelphia.....	35,000	O.	11,000	50,000	No.	1,750	1,750	281	281	(1)	754	925	2,121	750	800	1,600
Mariners' Library, Philadelphia.....	120,703	O.	30,000	40,000	No.	17,968	4,000	250	6,500					287	2,513	4,000
Mercantile Library, Philadelphia.....		O.			No.		10,840	390	6,624						11,414	27,791
Pennsylvania Hospital Medical Library, Philadelphia.....																
Pennsylvania Hospital for the Insane, Philadelphia.....																
Philadelphia City Institute Free Library.....		O.	45,000	200,000	No.			250	6,500					495	2,491	285
Philadelphia County Prison, Philadelphia.....		F.			No.			390	6,624							350
Philadelphia Museums.....		F.			No.											6,624
Presbyterian Historical Society, Philadelphia.....	3,600	F.			No.				446	2,005				70	2,000	119
Supreme and Superior Courts of Pennsylvania, Philadelphia.....		O.			No.											2,240
Union League, Philadelphia.....		F.			No.			2,500							250	796
U. S. Naval Home, Philadelphia.....		O.			No.			6,600							2,000	171
University Club of Philadelphia.....		O.			No.			3,982								3,982
Warner Free Institute of Science, Philadelphia.....		O.			No.			23,595								10,167
Wm. B. Stephens Memorial Library, Philadelphia.....		O.	35,000	50,000	No.			875								875
Y. W. C. A., Philadelphia.....		F.			No.											2,042
Public Library of the Phoenixville School District.....		O.	20,000		No.			2,000								
Allegheny County Law Library, Pittsburgh.....		F.			No.			12,000								11,971
Carnegie Free Library of Allegheny, Pittsburgh.....		O.	300,000	1,500,000	No.			41,290								40,496
Carnegie Library of Pittsburgh.....		O.	5,800,000		No.			250,000								1,386
Pittsburgh Academy of Medicine.....		R.			No.			1,880								360
Free Public Library, Pottsville.....		R.			No.			83,500								1,871
Parks County Law Library, Reading.....		F.			Yes.											283
Public Library, Reading.....		O.	105,000		No.			14,000								1,350
Ridley Park Library.....		O.	10,000		No.											12,345
Free Public Library, Scottsdale.....		F.			No.			900								2,916
Public Library, Scranton.....	1,000	O.	125,000	190,000	No.			18,540								9,250
Public Library, Sewickley.....		F.			Yes.			2,936								1,562
T. H. Buhl Club, Sharon.....	10,000	F.			No.			1,700								67
Susquehanna Library.....		R.			No.			567								2,982
Benson Memorial Library, Titusville.....		O.	20,000	30,000	Yes.											1,320
Bradford County Historical Society, Towanda.....		F.	8,000	10,000	No.											73
Public Library, Towanda.....		O.			No.			350								96
Monastery Library of Villanova.....		O.	80,000	90,000	No.			2,610								2,835
Warren.....	34,700	O.			No.			500								1,680
Citizens Free Library, Washington.....	2,000	F.			No.			1,625								182

\* Includes \$1,430 received for building fund.

\* Includes Ridgway branch, valued at \$300,000.

\* Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allegation by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For building.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
PENNSYLVANIA—continued.																		
West Chester Library Association.	\$7,150	O.	\$9,000	\$15,000			\$1,000	\$1,000	\$325	\$200	\$2,525	\$000	\$75	\$50	\$255	\$1,260	\$285	\$2,525
Lancaster County Medical Society.		R.																
Wilkes-Barre Library, Wilkes-Barre.		O.			No.						3,456	1,699		49		240	553	2,511
Oakbrook Free Library, Wilkes-Barre.		O.																
Wilkes-Barre Law and Library Association.		F.																
Young Historical and Geological Society, Wilkes-Barre.		O.																
Jacobus Brown Library, Wilkes-Barre.	205,000	O.	145,000	155,000	No.				8,119	1,840	9,959	1,638	212	742	700	5,128	1,516	9,935
Yanport Library, Yardley.	3,250	O.	1,000		No.				164	60	254	125	43		30	60		238
Public Library, York.		F.			No.		1,100			200	1,360	599		1		600	82	1,814
York County Law Library, York.		F.		25,000	No.		200			375	575	563	(1)			250		
RHODE ISLAND.																		
Free Library, Anthony.		O.	3,500		No.		300			103	543	151		10	29	194	75	450
Free Library, Apponaug.		R.			No.		288			250	238	150			73	110	72	405
Free Library, Attaway.		O.		1,000	No.		407			246	713	401			32	120	100	653
Public Library, Barrington.		F.					700			23	723	375	55	37		325	75	867
Free Public Library, Bristol.	2,000	O.	12,000				1,000		680		1,680							
Free Public Library, Caroline.		O.					223			8	231	171				105	7	283
Union Library, Centerville.		O.	\$90	800	No.		300				300	169			8	78	44	292
Free Public Library, Central Falls.		O.	40,000	45,000	No.		3,598			201	3,859	1,077	(1)	236	161	2,014	370	3,858
Free Library, Cranston.		F.		3,000	No.		150			80	239		20		317	204	69	640
Free Library, East Greenwich.	13,000	O.		5,000	No.		307		480	158	1,041	571			164	300	151	1,486
Edgewood Free Public Library, East Providence.		O.	4,300	5,000			950			1,208	2,158	293	77	36	109	700	130	1,334

	O.	5,000		448		57	505	153		80	175	10	420
Free Library, East Providence.	F.	1,000	No.	798		84	882	470	40	...	488	...	1,008
Wachusett Free Public Li-	F.	1,000	Yes.	150	\$150	...	300	156	28	...	66	...	260
brary, East Providence.													
Public Library, Greenville.	O.		No.	488		16	504	161	...	84	75	200	589
Langworthy Public Library, Hope	R.		No.	280		13	235	148	14	25	100	7	284
valley.	O.	800	No.	200		378	611	200	20	90	120	300	730
Philomenian Library, Jamestown.	P.		No.	259		...	299	154	...	14	48	11	227
Free Library, Kingston.	F.		No.	...		...	...	...	...	...	...	...	...
Free Library, Lakeswood.				...		...	...	...	...	...	...	...	...
Library and Reading Room Asso-	F.		No.	500		2,100	2,600	140	60	...	1,700	...	...
ciation, Lonsdale.	O.		No.	...		4,891	4,891	686	113	90	2,708	...	1,900
Newport Historical Society.	O.		No.	...		1,757	1,777	...	...	...	2,297	...	4,852
People's Library, Newport.	O.		No.	647	6,820	37	8,377	...	27	18	221	...	4,804
Redwood Library, Newport.	F.		No.	...		...	...	...	...	...	...	...	709
Public Library, Oak Lawn.				...		...	...	...	...	...	...	...	...
Deborah Cook Sayles Public Li-				...		...	...	...	...	...	...	...	...
brary, Pawtucket.	O.	225,746	No.	16,600		...	16,600	3,163	566	612	7,860	3,046	16,600
Narragansett Library Association,				...		...	...	...	...	...	...	...	...
Pawtucket Free Library,	O.		No.	200	1,583	...	1,783	298	132	117	1,087	171	1,776
Phoenix.	R.		No.	412		312	724	253	32	...	150	51	605
Arlington Public Library, Provi-	O.		No.	948		197	1,227	188	40	123	320	85	932
dence.	O.	3,450	No.	...	82	...	1,227	...	...	...	...	...	...
Auburn Public Library, Provi-	R.		No.	1,375		175	1,450	210	86	130	500	41	1,280
dence.				...		...	...	...	...	...	...	...	...
Davis Circulating Library, Provi-	R.			...		...	...	...	...	...	...	...	...
dence.				...		...	...	...	...	...	...	...	...
Department of Education (Trav-	R.			2,000		...	2,000	300	...	80	760	870	2,000
eling Libraries), Providence.				...		...	...	...	...	...	...	...	...
Gregory's Circulating Library,	R.		No.	...		...	...	...	...	...	...	...	...
Providence.				...		...	...	...	...	...	...	...	...
Olneyville Free Library, Provi-				2,668		6,110	8,808	400	120	40	1,500	2,257	800
dence.	O.	38,000		...	6,900	2,713	2,668	536	492	462	2,786	2,786	4,617
Providence Athenaeum.	O.	15,000		28,450	24,065	2,796	55,311	8,437	1,129	2,972	3,714	34,825	11,911
Public Library, Providence.	O.	387,000	No.	1,500	884	437	6,480	462	(1)	424	3,137	7,816	85,868
Rhode Island Historical Society,	O.		No.	...		...	...	...	...	...	...	...	...
Providence.				...		...	...	...	...	...	...	...	...
Rhode Island Medical Society,	O.		No.	...		...	...	...	...	...	...	...	...
Providence.				...		...	...	...	...	...	...	...	...
State Law Library, Providence.	O.	46,000	No.	7,100		...	7,100	3,388	...	...	3,010	300	7,100
State Library, Providence.	F.		No.	6,900		...	6,900	377	238	...	6,786	500	6,900
Free Public Library, Riverside.	O.		No.	498		107	605	77	31	145	118	160	581
Whitridge Hall Free Library,				...		...	...	...	...	...	...	...	...
Tiverton.	O.		No.	248		7	255	149	149	12	50	20	238
George Hall Free Library, Warren.	O.	19,644	No.	1,000		478	1,478	222	64	290	683	270	1,489
League Free Library, Warwick.	O.		No.	148		641	789	150	...	...	...	...	...
Public Library, Westerly.	O.	125,000	No.	387	9,985	134	10,516	1,914	276	223	4,918	2,249	10,516
Harris Institute, Woonsocket.	F.	1,000	No.	4,097	40	200	4,337	1,379	...	169	1,778	...	3,764

<sup>1</sup> Includes \$1,757 received for building fund.

<sup>2</sup> Includes \$527 received for building fund.

<sup>3</sup> Includes \$80 received for building fund.

<sup>1</sup> Included in column 13.

<sup>2</sup> Includes \$125 received for building fund.

<sup>3</sup> Includes \$910 received for building fund.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Municipality.	Income for the last fiscal year.						Expenditures for the last fiscal year.						Total expenditures.
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>SOUTH CAROLINA.</b>																		
Charleston Orphan House.		O.		\$18,000	No.		\$200	\$2,778		\$2,346	\$6,822	\$1,349	\$268	\$161	\$107	\$2,133	\$398	\$4,416
Library Society, Charleston.		O.					2,300				2,300	200	470			1,000	350	2,020
State Library, Columbia.		O.	\$7,500	10,000	1	\$1,000	250			800	2,050	450	66		200	850	300	1,866
Public Library, Marion.		O.								1,300	1,900	155	95	47	105	1,280		1,682
Kennedy Free Library, Spartanburg.		O.	15,000	40,000			600											
<b>SOUTH DAKOTA.</b>																		
Alexander Mitchell Library, Aberdeen.		O.	15,000	17,000	Yes.	3,000					3,000	342	87		533	1,500	89	2,571
Public Library, Deadwood.		O.	15,000		Yes.		1,500			371	1,871	182	85	14	262	720	434	1,727
Hearst Free Library and Reading Room, Lead.		F.			No.					200	1,700	96	72	61	363	799	209	1,680
Carnegie Library, Mitchell.		O.	12,500	20,000	Yes.	( <sup>1</sup> )	1,500				6,500	319		599		4,860		5,778
State Library, Pierre.		F.			No.		6,500				3,200	2,000				1,200		3,200
Supreme Court, Pierre.		F.			No.		3,200											
Carnegie Free Public Library, Sioux Falls.		F.	30,000	42,000	Yes.	5,730				431	6,161	845	140	153	686	2,508	1,730	6,037
Public Library, Vermillion.		O.	10,000	11,100	Yes.		1,000				1,000	185	96		822	375	61	1,042
<b>TENNESSEE.</b>																		
Public Library, Chattanooga.	\$5,000	O.	50,000	100,000	Yes.	( <sup>1</sup> )	7,500	2,500	\$300	740	11,040	938	290	174	517	5,688	3,139	10,746
Presbyterian Memorial Library, Grandview.		O.	800		No.			105		200	305				20	75	10	105
Lawson McGhee Library, Knoxville.		F.			No.													

	F.	O.	F.	O.	No.	No.			2,840	2,840	800	714	396	1,200		
Bar and Law Library Association, Memphis.									2,840	2,840	800					
Cossett Library, Memphis.									29,279	29,279	5,467					
Carnegie Library, Nashville.									17,548	17,548	3,437	686	528	8,969	3,119	2,396
State Library, Nashville.									543	5,000						
National Home D. V. S. (Carnegie Library), National Soldiers Home.																
	O.							749		749	138	79		480	51	749
State Library, Austin.	F.								8,708	8,708	1,500	280	400	4,380	1,373	7,908
Supreme Court, Austin.	F.								2,500	2,500	1,500			1,000		2,500
Carnegie Library, Brownwood.	O.								241	841	89	26	58	624	60	887
Carnegie Library, Cleburne.	O.								224	3,064	209	132	129	248	400	2,645
Carnegie Public Library, Corsicana.	O.								2,682							
Public Library, Dallas.	O.								379	3,561	781	175	137	384	310	3,397
XXI Club, Denison.	O.								1,420	14,687	3,110	323	650	464	6,130	11,681
Public Library, El Paso.	O.								775	6,775	1,774	(1)	170	368	805	6,856
Carnegie Public Library, Fort Worth.	O.								1,289	11,308	1,619	546	405	547	5,102	11,334
Court of Civil Appeals, Fort Worth.	F.									500	500					500
Gorman's (Mrs.) Reading Room, Fort Worth.	O.								200	200					200	200
Court of Civil Appeals Law Library, Galveston.	O.															
Rosenberg Library, Galveston.	O.								28,400	20,000	4,107	648	519	4,301	11,223	27,112
Lycetum and Carnegie Library, Houston.	O.								11,417	1,312	2,907	408	684	480	6,077	1,746
Lycetum and Carnegie Library (colored branch), Houston.	O.								1,500					1,200	200	1,500
Dr. Eugene Clark Library, Lockhart.	O.								300	800	48	19		65	300	432
Carnegie Library, San Antonio.	O.								10,600	2,439	478		678	5,480	1,829	11,204
Andrew Carnegie Library, Temple.	O.								350	960	220	20	25	75	610	950
Carnegie Public Library, Tyler.	O.								2,900	330	(1)	190	160	463	1,254	2,409
Public Library, Waco.	O.								4,800	971	284	317	500	2,225	600	4,877
N. P. Sims Library, Waxahachie.	O.								2,100		100	90	100	40	1,100	1,580
Carnegie Free Library, Ogden.	O.								5,652	1,818		228	148	350	2,708	1,419
Public Library, Salt Lake City.	O.								21,094	7,466	1,248		1,699	491	12,700	2,688
State Library, Salt Lake City.	R.								2,500	1,396			54		19	1,469

Included in column 13.

<sup>2</sup> Includes \$200 received for building fund.

Included in column 13.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
VERMONT.																		
Aldrich Public Library, Barre.	\$28,000	O.	\$45,000	\$65,350		\$2,000	\$300		\$67	\$1,888	\$2,255	\$108	\$189	\$125	\$350	\$1,416	\$67	\$2,255
Rockingham Free Public Library, Bellows Falls.		O.	15,000	20,000	Yes.					115	2,115	376	44	70	207	800	503	2,000
Free Library, Bennington.		O.					1,300				2,190	412	63	165	466	810		1,916
Free Public Library, Brandon.		O.		1,449	Yes.	300				727	1,027	128	41	55	135	591	70	1,020
Public Library, Brattleboro.	9,000	O.	25,000	40,000	Yes.	2,500			100	88	2,688	601	124	142	385	1,170	266	2,688
Bishop of Vermont Library, Burlington.		O.																
Fletcher Free Library, Burlington.	10,000	O.	75,000		Yes.	5,000			722	480	6,202	1,218	(1)	196	588	3,832	261	6,095
Fletcher Town Library, Cavendish.	2,000	F.	6,350	6,000	No.	300	50		120	624	420	120				300		420
Public Library, Chelsea.		O.									674	2		5	14		403	514
S. L. Griffith Memorial Library, Danby.	32,000	O.	14,000	15,000	No.				1,798		1,798	377	115	60	285	667	165	1,669
Haskell Free Library, Derby Line.	50,000	O.		50,000	No.				2,253	142	2,395	305	93	93	353	1,213	338	2,395
Free Library, Fair Haven.		O.	8,000	13,000	Yes.	800					800	260	60	50		250	180	800
Fletcher Memorial Library, Ludlow.		O.																
Mark Skinner Library, Manchester.	40,000	O.	35,000	40,000	No.				1,757	481	2,238	651	154		332	642	519	2,298
Public Library, Middlebury.	9,000	R.			Yes.	583			583	133	1,266	436	30		144	450	136	1,196
Kellogg-Hubbard Library, Montpelier.	100,000	O.	60,000	65,000	No.				5,752	3,703	9,455	1,788	213	477	860	3,000	698	7,036
State Library, Montpelier.		F.					800				800							
Taney Memorial Library, Newbury.		O.	15,000				150				800	174	29	45	100	150		498
Goodrich Memorial Library, Newport.		O.																
Free Library, Proctor.	32,000	O.	33,000	50,000	Yes.	224			3,640	77	3,941	243	103	34	345	910	262	1,897
Kimball Public Library, Randolph.		O.		27,500	Yes.	(2)	1,500				1,500	272	58	86	200	900		1,516
	5,351	O.	17,000	20,000			800		111	90	1,007	111	(1)	41	234	462	83	981

	F.		Yes.	2,500	500	899	3,359	998	120	288	200	1,443	324	3,374
Free Library, Rutland.....	6,000		Yes.	2,500	500	230	1,200	830	45		300	1,700		1,375
Free Library, St. Albans.....			No.											
St. Johnsbury Athenaeum.....	4,500		No.	1,200		233	2,137	601	88	86	235	841	127	1,979
Town Library, Springfield.....	6,000		No.			182	182	107			5	50	19	1,181
Harris Library, Strafford.....			No.											
Bixby Memorial Free Library, Vergennes.....	145,700		No.			5,250	5,250	3,000	100	150		2,000		5,260
Library Association, Windsor.....	10,000		No.		500	674	1,624	519	(1)	103	277	557		1,456
Norman Williams Public Library, Woodstock.....	53,000		No.			2,750	2,750	300	100	150	600	1,600		2,750
VIRGINIA.														
Wallace Library, Fredericksburg.....														
National Home, D. V. S. (Southern branch), National Soldiers Home.....				377			562	185			35	300	42	562
Norfolk Public Library.....	1,000		No.	5,000		741	741		105			636		741
State Law Library, Richmond.....			No.	3,980		60	5,440	902	167	331	323	3,347	339	5,429
State Library, Richmond.....			No.	16,800			4,480	600	15	334		3,180		4,129
Virginia Baptist Historical Society, Richmond.....							7,455	24,345	1,913	827		12,742	7,772	23,631
Virginia Historical Society, Richmond.....			No.											
WASHINGTON.														
Public Library, Bellingham.....			Yes.	7,846			8,526	2,214	370	440	492	3,555	272	7,343
Public Library, Everett.....			Yes.	4,000			4,280	754	161	184	483	2,185	1,612	5,389
Public Library, North Yakima.....			Yes.	2,206			2,374	490	109	249	280	1,443	264	2,822
State Library, Olympia.....				4,750			5,500	208	91	548		2,600	1,416	4,863
State Traveling Library, Olympia.....				3,950			3,950	1,169				2,100	681	3,960
Public Library, Ritzville.....			Yes.	(2)			1,429	223	(1)		89	871	97	1,280
Public Library, Seattle.....			Yes.	97,423			168,925	28,505	2,483	10,201	6,226	73,539	16,255	137,228
Public Library, Spokane.....			Yes.	37,186			40,053	7,904	1,024	1,020	2,672	19,049	6,453	38,122
Public Library, Tacoma.....			Yes.	34,109			35,157	8,173	886	2,500	1,246	19,413	4,532	36,750
Free Public Library, Walla Walla.....			Yes.	4,289			4,579	765	167	209	420	2,527	346	4,535
WEST VIRGINIA.														
State Library, Charleston.....			No.	5,970			5,970	2,500				2,970	500	5,970
West Virginia Department of Archives and History, Charleston.....														
Public Library, Huntington.....			Yes.	9,750			9,750	85	9	297		9,000	428	9,819
High School and Public Library, Parkersburg.....														
Public Library, Wheeling.....			Yes.	9,467			9,647	2,251	377	504	683	4,060	1,752	9,647

\* Includes salaries for binding.  
 \* Includes branches now being erected.

\* Includes 4 branches.  
 \* Includes \$19,000 received for branch library sites.

\* Included in column 13.  
 \* Included in column 8.

TABLE 36.—Financial statistics of public and society libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allocated by institution or society.	From permanent fund.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	Salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
WISCONSIN.																		
Free Public Library, Antigo.....		O.	\$15,000	\$20,000	No.		\$3,000			\$2,926	\$5,926	\$960	143	\$179	\$646	\$1,439	\$620	\$3,987
Free Public Library, Appleton.....	\$300	F.			No.		3,000		\$30	362	3,392	498	196	96	227	2,040	242	3,269
Free Public Library, Ashland.....		O.	15,000	20,000	Yes.	\$2,250				247	2,497	973	100	99		860		2,032
Free Public Library, Baraboo.....		O.			Yes.							562	76	121	353	1,172	193	2,497
Williams Free Library, Beaver Dam.....	15,000	O.	25,000		Yes.	1,400	4,500		500	43	1,943	286	86	79	421	895	302	2,069
Public Library, Beloit.....		O.	25,000		Yes.					286	4,786	745	170	288	929	1,930	463	4,535
Public Library, Berlin.....		O.	10,000		Yes.	1,120	2,500			252	1,372	236	49	68	323	595	268	1,509
Public Library, Chippewa Falls.....		O.	20,000	25,000			2,500			156	2,656	520	163	284	172	1,320	178	2,640
Public Library, Darlington.....		O.	10,000	12,000	Yes.	1,000				51	1,051	284	50	92	200	313	113	1,052
Public Library, De Pere.....		F.			Yes.	1,655				754	2,439	331	76	117	102	776	235	1,937
Public Library, Eau Claire.....		O.	40,000	60,000			6,000			1,641	7,641	1,128	259	285	613	3,593	775	6,653
Eager Free Public Library, Evansville.....		O.	15,907		No.		1,200				1,200	200	54	60	366	516	215	1,411
Public Library, Fond du Lac.....		O.	43,000	60,000	No.		5,000			417	5,417	1,382	179	298	428	2,526	1,031	5,814
T. B. Scott Public Library, Grand Rapids.....	10,000	F.	45,000	53,000	No.		1,000		600	2,306	3,906	787	81	150		757	2,087	3,862
Kellogg Public Library, Green Bay.....		O.	12,000	17,000	Yes.	1,200	5,600			638	6,800	1,186	247	376	640	3,018	635	6,102
Public Library, Hudson.....		O.	40,000	45,000			4,500			329	4,829	620	180	238	179	846	173	1,516
Public Library, Janesville.....		O.	12,000	15,000	Yes.	1,200				68	1,268	285	62	78	212	739	116	1,481
Free Public Library, Kaukauna.....		O.																
Gilbert M. Simmons Library, Kenosha.....		O.	150,000		Yes.	25,134				650	25,784	1,799	247	332	466	4,312	1,111	8,247
Public Library, La Crosse.....	61,474	O.	44,500	52,000	No.		6,000		3,645	133	9,778	1,611	289	337	870	4,868	1,289	9,262
Free Library, Madison.....	3,000	O.	75,000	105,000			13,340		75	5,774	19,189	2,211	397	934	1,529	5,730	2,011	13,112
State Historical Society of Wisconsin, Madison.....		O.			No.		50,000		5,000	10,000	65,000	8,000	(1)	5,000	9,000	27,000	16,000	65,000
State Library, Madison.....	74,000	F.	770,000	850,000	No.		10,000				10,000	2,626		300		6,580		9,500
Wisconsin Free Library Commission, Madison.....							20,500			2,303	28,803	4,640	423		254	20,602	9,606	26,432

	O.	3,500	Yes.	( <sup>1</sup> )	3,500	600	4,100	643	189	82	310	2,120	346	3,670
Public Library, Manitowoc.														
Stephenson Public Library, Marinette.		35,000	Yes.	( <sup>1</sup> )	4,500	285	4,785	987	167	157	404	2,040	1,031	4,786
Free Library, Marshfield.		8,000	Yes.		1,023	155	2,848	438	106	147	178	1,178	713	1,899
Eliza D. Smith Library, Menasha.		22,000	Yes.		2,861	53	3,414	725	101	101	210	1,360	713	3,190
Tanster Memorial Free Library, Menomonee.														
T. B. Scott Free Library, Merrill.		17,000			500		2,100	560	130	100		1,230		2,020
Milwaukee Law Library Association.					2,500		2,500	171	95	120	399	1,200	243	2,198
Milwaukee Medical Society.			No.		\$1,145		1,145	990	628	180		452	34	1,204
Public Library, Milwaukee.			Yes.		1,553		1,553	131,717	1,486	300	14	452	118	1,642
Public Museum, Milwaukee.					108,932	22,785	131,717	18,548	1,486	1,161	6,657	61,173	18,778	97,303
Public Library, Mineral Point.					3,579		3,579	3,579				1,000	1,401	3,579
Capuchin Monastery Library.					750	56	806	163	22	28	216	240	61	758
Mount Calvary.			No.				500	500						500
National Home D. V. S. Library.		10,000												
Free Public Library, Neenah.		30,000	Yes.		2,577	528	3,140	375	113	162	311	1,640	509	3,110
Free Public Library, Oconomowoc.			No.		1,000	556	1,556	178	29		359	1,402	558	1,524
Fairsworth Public Library, Oconto.		12,000												
Public Library, Oshkosh.		58,500	Yes.		1,500	175	1,625	330	104	75	289	1,048	129	1,925
Public Library, Racine.		50,000			6,790	457	10,567	1,711	284	630	963	4,400	1,832	9,892
Public Library, Rhinelander.		15,000			10,000	503	10,503	2,418	231	544	2,796	4,743	1,434	11,434
Free Public Library, Rice Lake.		10,000			1,300	194	1,994	287	72	41	35	1,134	249	1,818
Public Library, Ripon.		12,000	Yes.	( <sup>1</sup> )	1,150	841	1,991	170	62	35	116	508	43	931
Public Library, Sheboygan.		35,000	Yes.		1,200	220	1,450	111	65	60	310	805	150	1,390
Free Library, Sparta.		12,000	Yes.		5,535		5,785	411	131	390	770	3,180		4,882
Public Library, Stevens Point.		22,000			1,970	146	2,116	362	59	41	380	900	218	1,960
Free Public Library, Superior.		20,000	Yes.		2,000	250	2,250	281	85	128	435	1,080	48	2,064
Free Public Library, Washburn.		20,000			12,975	559	13,534	2,882	357	600	614	5,966	1,327	11,736
Free Public Library, Watertown.		18,000	Yes.		1,800	2	1,802	47	28	201	304	655	177	1,211
Free Public Library, Waubesa.		15,000			2,700	18	4,518	349	124	22	412	1,525	1,907	4,518
Public Library, Waupun.		13,000	Yes.		1,500	150	1,650	255	46	32	458	709		1,530
Public Library, Wausau.		28,000			1,165	138	1,301	140	71	49	204	540	92	1,996
Public Library, Watrous.		11,000	Yes.	( <sup>1</sup> )	3,900	1,966	6,866	1,041	150	225	327	2,005	2,118	5,966
Public Library, Whitewater.		13,000			1,500		1,500	325	85	75	200	835	30	1,550
					1,500	68	1,568	274	77	68	346	836	65	1,664

\* Approximate value of 15,000 acres of State land set aside for the use of the library.

\* Included in column 8.

\* Included in column 13.

## WYOMING.

Public Library Association of  
Laramie County, Cheyenne.  
State Law Library, Cheyenne.  
Union County Public Library,  
Evansville.  
Carnegie Public Library, Laramie.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913.

[Abbreviations.—Column 5: Col., college; Sch., school; Univ., university; Sch. s., school system; Col. soc., college society. Column 6: Gen., general; Ed., educational; Hist., historical; Med., medical; Sci., scientific; Theo., theological. Column 7: F., free; Fr., free for reference; Fs., free to students; Fs., Fr., free to students, free for reference; S., subscription; S., Fr., subscription, free for reference. Column 8: S., subscription.]

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA.																	
Auburn.....	Alabama Polytechnic Institute.	James R. Rutland..	1872	Col.	Gen.	S., Fr.	Yes.	Yes.	1,000	2,314			26,236	766	4	2	\$800
Birmingham.....	Birmingham College.....	Lillian Gregory	1900	Col.	Gen.	S.	No.						5,000	1,000	1		241
Camp Hill.....	Southern Industrial Institute.		1898	Sch.	Gen.	F.							7,000				
Florence.....	State Normal School.....	Annie W. O'Neal	1891	Sch.	Ed.	S.	No.						5,500	50	1	1	600
Greensboro.....	Southern University.....	Theodore H. Jack	1859	Univ.	Gen.	S., Fr.	No.						10,000	50			
Mobile.....	Academy of the Immaculation.....	St. M. L. Francis	1822	Sch.	Gen.	S.	No.						8,500	50			
Montevallo.....	Alabama Girls Technical Institute.	Minnie D. Murrill..	1897	Sch.	Gen.	S.	No.		540				5,000	800	3	1	900
Normal.....	State A. and M. College (Carnegie Lib.).....	Miss E. L. Gully	1906	Sch.	Gen.	F.	Yes.	No.				500	9,200	200	1		
St. Bernard.....	St. Bernard College <sup>1</sup> .....	Rev. Stephen J. Radtke	1892	Col.	Gen.	S., Fr.	No.	No.					21,875	200			
Spring Hill.....	Spring Hill College.....	Rev. Edw. I. Faser	1890	Col.	Gen.		No.	No.					8,000				
Talladega.....	Talladega College (Carnegie Lib.).....	Mrs. Erne R. Johnson.	1877	Sch.	Gen.	F.	No.	No.	500	2,851	932	21,469	15,000	1,080	1	1	300
Tuskegee Institute.....	Tuskegee Institute (Carnegie Lib.).....	Chas. W. Wood.....	1901	Sch.	Gen.	F.	Yes.	Yes.	1,500	15,400	6,800		19,000	176	4	6	1,000
University.....	University of Alabama.....	Alice S. Wyman.....	1831	Univ.	Gen.	S., Fr.	Yes.	No.					20,000	1,200	4	1	900
ARIZONA.																	
Tempe.....	Tempe Normal School of Arizona.	Ruth M. Wright.....	1895	Sch.	Ed.	Fs., Fr.							6,571	905	2		1,200
Tucson.....	University of Arizona.....	Estelle Luttrell.....	1891	Univ.	Gen.	Fs., Fr.	Yes.			2,800			20,000	1,800	2		1,600

ARKANSAS.									
Arkadelphia.....	1886	Kate Jordan.....	Gen.....	S. Fr.	No.	No.	7,000	.....	2
Batesville.....	1872	F. S. Gresham.....	Gen.....	S.	No.	No.	5,000	.....	2
Conway.....	1884	Gay A. Shanks.....	Gen.....	F.	Yes	No.	13,000	.....	1
Fayetteville.....	1875	Mrs. Mary Austin.....	Gen.....	Fs., Fr.	No.	No.	30,000	500	1
CALIFORNIA.									
Berkeley.....	1881	Harry H. Boone.....	Gen.....	Fs.	No.	No.	5,000	40	1
Do.....	1866	Geo. Y. Tolson.....	Theo.....	Fs., Fr.	No.	No.	11,782	546	1
Do.....	1904		Sch.....	F.	Yes	No.	8,035	589	1
Do.....	1893	Joseph C. Rowell.....	Univ.....	Fs., Fr.	No.	Yes	285,000	21,321	43
Do.....	1903	Fredrick J. Teggart.....	Univ.....	Fs., Fr.	No.	No.	30,000	100	4
Burlingame.....	1866	Edw. W. Brewer.....	Sch.....	Fs., Fr.	No.	No.	5,000	100	1
Chico.....	1883	S. P. Robb.....	Sch.....	Fs., Fr.	Yes	Yes	1,050	1,208	2
Do.....	1888	Henriette C. Thomas.....	Sch.....	Fs.	No.	No.	58,000	1,210	1
Claremont.....	1893	Victor F. Marriott.....	Col.....	Fs., Fr.	No.	Yes	18,940	1,509	7
Grass Valley.....	1892	Arthur F. O'Connor.....	Sch.....	Fs., Fr.	No.	Yes	8,983	2,045	1
Long Beach.....	1885	Charles M. White.....	Sch.....	Fs., Fr.	No.	No.	22,133	6,782	1
Do.....	1885	Mrs. Violet M. Gresham.....	Sch.....	Fs.	No.	No.	6,142	562	2
Los Angeles.....	1889	Charlotte Casary.....	Sch.....	Fs.	Yes	Yes	78,168	22,019	4
Los Angeles (Hollywood).....	1906	Mary Redempta.....	Sch.....				6,000	.....	750
Los Angeles.....	1870	Mark Keppel.....	Sch. S.	Fs., Fr.	No.	Yes	5,000	.....	.....
Do.....	1910	Mabel S. Dunn.....	Sch.....	Fs., Fr.	No.	No.	5,000	623	1
Do.....	1887	Geo. F. Cook.....	Col.....	Fs., Fr.	No.	No.	8,253	289	3
Do.....	1906	Ethelwyn H. Fegge.....	Sch.....	Fs.	No.	No.	6,731	1,020	2
Do.....	1906	Lucy Lay.....	Sch.....	Fs.	No.	No.	7,724	1,903	2
Do.....	1881	Elizabeth H. Fargo.....	Sch.....	Fs., Fr.	No.	No.	22,998	2,440	2
Do.....	1892	Charlotte M. Brown.....	Univ.....	Fs., Fr.	Yes	Yes	13,424	1,939	3
Do.....	1892		Univ.....	Fs., Fr.	Yes	Yes	1,200	1,200	3
Do.....	1904	Julius Hansen.....	Univ.....	F.	No.	No.	7,500	900	2
Do.....	1904	S. U. Biotele.....	Sch.....	Fs., Fr.	Yes	Yes	10,000	1,500	.....
Do.....	1885	Mrs. A. L. Sawyer.....	Col.....	Fs., Fr.	Yes	Yes	14,596	3,096	2
Do.....	1888	Robert A. Aitken.....	Univ.....	Fs., Fr.	No.	No.	7,800	130	.....
Do.....	1890	Mrs. Elizabeth Madison.....	Sch.....	Fs.	No.	No.	8,000	2,000	1
Do.....	1893	Brother F. Cornelius.....	Sch.....	Fs.	No.	No.	21,927	288	.....
Do.....	1883	Wilbur A. Fiske.....	Col.....	Fs., Fr.	No.	No.	9,394	500	2
Do.....	1886	Jefferson Taylor.....	Sch.....	Fs., Fr.	No.	Yes	7,145	500	1
Do.....	1900	Joseph H. Fussell.....	Sch.....	Fs.	No.	No.	30,000	750	.....
Do.....	1871	Clifford A. Douglass, asst.	Sch.....	Fs., Fr.	No.	No.	18,750	150	1

\* Includes 1 branch.

\* Salary of first assistant.

\* Includes 2 branches.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or for reference.	Distribution of books outside of city.	Distribution of books to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CALIFORNIA—con.																	
San Diego.....	Public High School.....	Ada M. Jones.....	1900	Sch....	Gen....	Fs.	No.	No.	1,400	20,000			6,500	1,400	1		\$900
Do.....	State Normal School <sup>1</sup> .....	Mrs. Charlotte G. Robinson.....	1897	Sch....	Ed....	Fs.							12,353	1,576	2	3	1,200
San Francisco....	Church Divinity School of the Pacific.....	James Otis Lincoln.....	1893	Sch....	Theo....	Fs., Fr.	No.	No.					7,000				
Do.....	Lane Medical Library (L. Stanford Jr. Univ.).....	George T. Clark.....	1906	Univ....	Med....	Fs., Fr.	S....	No.					33,843	2,421	3		
Do.....	St. Ignatius University.....	D. J. Mahony.....	1854	Univ....	Hist....	S., Fr.	No.	No.					17,000				
San Francisco....	State Normal School.....	Mildred M. Holman.....	1899	Sch....	Ed....	S., Fr.	No.	No.	372				12,080	1,367	1		
San Jose.....	College of the Pacific.....	Harriett E. Boss.....	1851	Col....	Gen....	S., Fr.	Yes	No.	951				11,010	529	4	1	700
Do.....	State Normal School.....	Ruth Royce.....	1862	Sch....	Ed....	Fs.	Yes	No.	951				13,138	817	1		1,000
San Mateo.....	Public School.....	Geo. W. Hall.....	1840	Sch....	Gen....	F.	Yes	Yes	500				5,000	600			600
San Rafael.....	.....do.....	D. R. Jones.....	1899	Sch....	Gen....	F.	No.	No.	338				6,000	545			500
San Jose.....	.....do.....	James J. Conlon.....	1851	Univ....	Gen....	Fs., Fr.	No.	No.	4,000				300	3			300
Santa Clara.....	Santa Clara University.....	George T. Clark.....	1891	Univ....	Gen....	Fs., Fr.	No.	No.					271,720	16,530	25		
Stanford University.....	Leland Stanford Junior University.....	Ida McAdam.....		Sch....	Gen....	Fs.							9,798	190	2		300
Watsonville.....	Public School.....																
COLORADO.																	
Boulder.....	University of Colorado.....	C. Henry Smith.....	1887	Univ....	Gen....	F.	Yes	Yes	1,100	15,236			66,787	6,282	9	1	
Do.....	Law Library.....	George Shaw.....		Univ....	Law....	Fs., Fr.	No.	No.					5,000				
Colorado Springs.	Colorado College (Coburn Library).....	Manly D. Ormes.....	1879	Col....	Gen....	S., Fr.	S....	No.	787	16,960		91,254	70,000	2,684	3	1	1,600
Do.....	Public High School.....	Vanita Trovinger.....	1900	Sch....	Gen....	Fs., Fr.	No.	No.	279	3,871		54,400	5,460	75	1		960
Denver (Alcott Station).....	College of the Sacred Heart.....	Sebastian A. Mayer.....	1888	Col....	Gen....	Fs., Fr.	No.	No.					12,000	300			
Denver.....	Matthews Hall Theological Seminary.....	Rev. Geo. H. Holoman.....	1876	Sch....	Theo....	Fs., Fr.	No.	No.				160	6,500	50	1		100
Do.....	University of Denver Law School.....	Edith M. Baxter.....	1892	Univ....	Law....	Fs., Fr.	No.	No.					8,765	400	2	1	720

Fort Collins.....	State Agricultural College	1890	Col.	Sci.	S.	Yes	Yes	2,307	4	2	1,375
Golden.....	State School of Mines	1874	Col.	Sci.	Fr.	No.	No.	980	4	1	900
Greeley.....	State Teachers College	1890	Col.	Ed.	Fr.	Yes	No.	2,400	4	1	1,800
Leadville.....	Public School		Sch.	Gen.	Fr.	Yes	No.	149	1	1	1,000
Loretto.....	Loretto Heights Academy	1895	Sch.	Gen.	S.	No.	No.	300	1	1	1,025
Pueblo.....	Centennial High School	1876	Sch.	Gen.	Fr.	No.	No.	1,412	1	1	750
University Park.....	University of Denver	1894	Univ.	Gen.	F.	Yes	No.	933	1	1	750
CONNECTICUT.											
Danbury.....	State Normal Training School	1904	Sch.	Ed.	Fr.	Yes	No.	320	1	2	.....
Hartford.....	Hartford School of Religious Pedagogy	1885	Sch.	Theo.	F.	Yes	No.	.....	1	.....	.....
Do.....	Hartford Theol. Seminary (Case Memorial Lib.)	1884	Sch.	Theo.	F.	Yes	No.	2,886	5	1	3,000
Do.....	Public High School		Sch.	Gen.	Fr.	Yes	No.	76	2	1	750
Middletown.....	Berklee Divinity School	1884	Sch.	Theo.	Fr.	Yes	No.	378	2	1	1,150
Do.....	Wesleyan University	1881	Univ.	Gen.	Fr.	No.	No.	3,251	3	2	2,500
New Britain.....	State Normal School	1880	Sch.	Ed.	Fr.	No.	No.	101	1	1	700
New Haven.....	State Normal Training School	1883	Sch.	Ed.	Fr.	Yes	Yes	.....	.....	.....	.....
Do.....	Yale University	1701	Univ.	Gen.	F.	Yes	No.	33,000	49	3	5,000
Do.....	Day Missions Library	1882	Univ.	Hist.	F.	No.	No.	6,744	1	1	750
Do.....	Peabody Museum	1876	Univ.	Sci.	Fr.	No.	No.	175	1	.....	840
Do.....	Sheffield Library	1870	Univ.	Sci.	Fr.	No.	No.	500	.....	.....	.....
Do.....	Trowbridge Reference Library	1870	Univ.	Theo.	Fr.	No.	No.	140	6	.....	.....
Do.....	Yale Forest School	1900	Univ.	Sci.	Fr.	No.	No.	1,552	.....	.....	.....
Do.....	Yale Law Library	1842	Univ.	Law	Fr.	No.	No.	175	1	1	825
Norwich.....	Free Academy (Peck Lib.)	1896	Sch.	Gen.	F.	Yes	Yes	6,795	500	3	1,200
Storrs.....	Connecticut Agricultural College	1882	Col.	Sci.	F.	Yes	Yes	13,000	.....	.....	.....
Willimantic.....	State Normal School	1889	Sch.	Ed.	Fr.	Yes	Yes	14,034	690	1	700
Whsted.....	Gilbert School	1895	Sch.	Gen.	F.	Yes	Yes	700	3	1,000	.....
DELAWARE.											
Newark.....	Delaware College	1834	Col.	Gen.	S.	Yes	Yes	1,000	3	1	600
Odessa.....	Public School (Corbit Lib.)	1847	Sch.	Gen.	F.	No.	No.	384	1	1	150

† Salary of first assistant.  
 \* Includes 25 departmental libraries.  
 † Includes 5 branches.

‡ Includes 15 branches.  
 § Includes 3 branches.  
 ¶ Includes 8 branches.

‡ Includes 1 branch.  
 § Includes 2 branches.  
 ¶ Includes 4 branches.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books loaned for home use.	Books loaned for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building forces, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
DISTRICT OF COLUMBIA.																	
Washington.....	Carroll Institute.....	Wm. H. Lepley.....	1873	Sch.	Gen.	Fs., Fr.	No.	No.				4,800	5,000		2		
Do.....	Catholic University of America.....	William Turner.....	1839	Univ.	Gen.	Fs., Fr.	No.	No.		7,431		4,800	100,000	3,924	3	2	\$1,200
Do.....	Central High School.....	L. N. Mann.....	1832	Sch.	Gen.	Fs., Fr.	No.	No.					5,000				
Do.....	Columbia Institution for the Deaf.....	Heien Northrop.....	1837	Col.	Gen.	Fs.	No.	No.					6,000	96			
Do.....	Georgetown University (Riggs Memorial Lib.).	Henry J. Shandelle.....	1789	Univ.	Gen.	Fs., Fr.	Yes.	No.		60		2,000	104,785	1,535	2		
Do.....	First Library.....	Mark J. McNeal, S. J.....	1820	Univ.	Gen.	S.	No.	No.		1,000		300	6,000	300		1	
Do.....	School of Law.....	H. J. Costello.....	1870	Univ.	Law	S.	No.	No.				300	5,000	300			
Do.....	George Washington University.....	A. F. W. Schmidt.....	1821	Univ.	Gen.	S.	No.	No.					35,904	2,163	8		800
Do.....	Gonzaga College.....	E. De L. McDonnell.....	1821	Sch.	Gen.	Fs.	No.	No.					38,000	200	1	1	
Do.....	Holy Cross Academy.....	Sr. M. Bertille.....	1835	Sch.	Gen.	Fs.	No.	No.					8,000	50			
Do.....	Howard University (Carnegie Lib.).	Grace L. Hewitt.....	1867	Univ.	Gen.	S., Fr.	No.	No.	1,161	3,185			26,500	734	9	6	900
Do.....	St. John's College.....		1866	Col.	Gen.	Fs.	No.	No.					5,000				
Do.....	St. Thomas College.....		1839	Col.	Theo.	Fs., Fr.	No.	No.					15,000				
Do.....	U. S. Dept. of the Navy, Naval Med. School.....		1881	Sch.	Med.	Fs., Fr.	No.	No.					15,000	160			
Do.....	U. S. Dept. of War, War College Division, General Staff.....	J. Edwin Young.....	1885	Sch.	Sci.	Fs.	No.	(*)	600	2,332			32,413	2,976	6		1,600
FLORIDA.																	
Do Land.....	John B. Stetson University (Stampson Lib.).	Mrs. P. L. Allan.....	1887	Univ.	Gen.	Fs., Fr.	No.	No.	746				20,640	800			
Gainesville.....	University of Florida.....	M. Bruce Hadley.....	1889	Univ.	Gen.	F.	Yes.	No.					10,348	3,074	1		1,300
Milton.....	Santa Rosa Academy.....			Sch.	Sci.	F.	No.	No.					6,000				
Tallahassee.....	Florida State College for Women.....	Isabel Davidson.....	1906	Col.	Gen.	Fs., Fr.	No.	No.					9,000		3		700



TABLE 27.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS—contd.																	
Charleston.....	Eastern Illinois State Normal School.	Mary J. Booth.....	1899	Sch.	Ed.	Ps., Fr.	Yes	No.					16,280	202	2		1,9700
Chicago.....	Armour Institute of Technology.	Mrs. Julia Beveridge	1893	Col.	Sch.	Ps., Fr.	No.	No.	360	3,510			24,140	601	2	3	2,150
Do.....	Art Institute (Byerson Library).	Mary Van Horne....	1890	Sch.	Art.	Ps., Fr.	No.	No.		10,124		77,615	8,228	820	5		1,200
Do.....	Chicago Teachers College.	Helene L. Dickey....	1898	Sch.	Ed.	Ps., Fr.	No.	No.	731	24,000			23,000	2,032	2		1,800
Do.....	Chicago Theological Seminary (Hammond Library).	C. A. Beckwith.....	1856	Sch.	Theo.	Ps., Fr.		No.	100	4,547			32,045	502	1		1,750
Do.....	College of Medicine, University of Illinois (Quine Library).	Metta M. Loomis....	1895	Univ.	Med.	Ps., Fr.	No.	No.					18,500	4,000	3		900
Do.....	Englewood High School.	Mrs. Carrie E. Dracass.	1870	Sch.	Gen.	Ps., Fr.	No.	No.		14,000		21,800	7,200	800			
Do.....	Francis W. Parker School.	Mrs. Mary H. Toppling.	1901	Sch.	Gen.	Ps.	No.	No.					7,143	579	2		
Do.....	Lewis Institute.	Frances S. Talcott...	1897	Col.	Gen.	Ps., Fr.	No.	No.	1,000				20,500	1,000	2		
Do.....	McCormick Theological Seminary (Virginia Library).	John F. Lyons.....	1830	Sch.	Theo.	Ps., Fr.	No.	No.	200	2,570			37,510	1,120	3	1	1,500
Do.....	Northwestern University.	Frederic B. Crossley.	1859	Univ.	Law.	Ps.	Yes	No.					45,000	3,000	2		
Do.....	Elbert H. Gary Law Library.												6,778	269			
Do.....	Northwestern University, Medical School.	W. H. Buhlig.....	1898	Univ.	Med.	Ps., Fr.	No.	No.									
Do.....	St. Cyril's College.	Rev. C. J. Anderson.	1902	Sch.	Gen.	Ps., Fr.	No.	No.					8,790	150			
Do.....	St. Ignace College.	A. J. Garry.....	1899	Col.	Gen.	Ps., Fr.	No.	No.	600				54,800	1,200			
Do.....	St. Stanislaus College.	A. P. Bocian.....	1899	Col.	Gen.	Ps., Fr.	No.	No.					6,000	1,000			
Do.....	University of Chicago.	Ernest D. Burton....	1892	Univ.	Gen.	Ps., Fr.	No.	No.					\$32,603	181,986	61	11	3,500
Do.....	Law School.	Frederick W. Schenk	1902	Univ.	Law.	Ps., Fr.	Yes	No.		40,141			38,000	1,400	3		2,000
Do.....	Rush Medical College.	Catherine A. MacAuliffe.	1890	Univ.	Med.	Ps.	No.	No.					20,100	300			

Do.	School of Education.	Irene Warren.	1900	Univ.	Ed.	Fr.	Yes.	No.	31,841	103,048	35,000	1,317	5	1,350
Do.	Western Theological Seminary. <sup>1</sup>	Burton S. Easton.	1898	Sch.	Theo.	Fr.	No.	No.			32,040	420	2	100
Decatur.	James Millik in University.	Anne M. Boyd.	1903	Univ.	Gen.	Fr.	Yes.	No.	400		7,500	1,176	2	900
Do. Kalb.	Northern Illinois State Normal School (Haish Library). <sup>4</sup>	Josephine M. Jandell.	1899	Sch.	Gen.	Fr.	Yes.	No.	21,707		18,000		2	1,000
Effingham.	Public High School. <sup>4</sup>	Clara Clayton.	1904	Sch.	Gen.	Fr.	No.	No.	125	4,796	8,924	924		
Eureka.	Eureka College.	L. E. Cannon.	1856	Col.	Gen.	Fr.	No.	No.			8,682	225		
Evanson.	Garrett Biblical Institute.	Samuel G. Ayres.	1855	Sch.	Theo.	Fr.	Yes.	No.			91,128	5,021	9	2,500
Do.	Northwestern University.	Walter Lichtenstein.	1851	Univ.	Gen.	Fr.	No.	No.	8,569		92,651	4,209	9	2,600
Ewing.	Ewing College.	Hazel Moore.	1867	Col.	Gen.	Fr.	No.	No.	150		13,000	300	2	300
Galesburg.	Knox College. <sup>4</sup>	Jessie R. Holmes.		Col.	Gen.	Fr.	No.	No.	1,060	11,880	14,000	731	3	1,300
Do.	Lombard College.		1851	Col.	Gen.	Fr.	No.	No.	100		10,000	300	1	
Greenville.	Greenville College.	W. H. Dressen.	1862	Col.	Gen.	Fr.	No.	No.			6,000			
Jacksonville.	Illinois College.	Lillian Havenhill.	1829	Col.	Gen.	Fr.	No.	Yes.			18,000	150	1	300
Do.	Illinois School for Blind, Teachers' Library.	Elsie L. Brown.	1848	Sch.	Ed.	Fr.	No.	No.	30	400	5,000	100	1	
Do.	Illinois School for the Deaf.	Anne W. Jackson.	1860	Sch.	Gen.	Fr.	No.	No.	224	2,075	11,707	287	1	
Do.	Illinois Woman's College.	Eleanor Thompson.	1875	Col.	Gen.	Fr.	No.	No.	250		5,003	200	4	400
Joliet.	Township High School.	Mary M. Spangler.	1902	Sch.	Gen.	Fr.	No.	No.			5,003	605	1	800
Knoxville.	St. Mary's School.	Lois Humphrey.	1868	Sch.	Gen.	Fr.	No.	No.			10,000			
Lake Forest.	Lake Forest College.	Mable Powell.	1878	Col.	Gen.	Fr.	Yes.	No.			26,471	1,320		
Lebanon.	McKendree College.	Cyrus S. Gentry.	1828	Col.	Gen.	Fr.	No.	No.			12,500			
Lincoln.	Lincoln College.	Clara McCord.	1867	Col.	Gen.	Fr.	No.	No.			7,000			
Macomb.	Western Illinois State Normal School. <sup>4</sup>	Fanny R. Jackson.	1902	Sch.	Ed.	Fr.	No.	No.	1,333	22,664	15,063	857	3	1,365
Maywood.	Evangelical Lutheran Theological Seminary.	Elmer F. Krauss.	1891	Sch.	Theo.	Fr.	No.	No.			12,000	50		
Melba.	Public High School.	Hildur Anderson.		Sch.	Gen.	Fr.	No.	No.	2,000		5,046	571	1	450
Monmouth.	Monmouth College.	Marguerite Rhodes.	1856	Col.	Gen.	Fr.	No.	No.			7,000	387	1	500
Mount Morris.	Mount Morris College.	Ira R. Hendrickson.	1878	Sch.	Gen.	Fr.	No.	No.			15,000	100	4	
Naperville.	Northwestern College.	Ethel B. Gibson.	1871	Col.	Gen.	Fr.	No.	No.	4,976	6,628	10,800	240	1	135
Normal.	State Normal University.	Ange V. Milner.	1857	Sch.	Ed.	Fr.	Yes.	No.	3,052		32,000	1,499	4	1,320
Onarga.	Public School.	S. E. Le Marr.		Sch.	Gen.	Fr.	No.	No.			5,000	25		
Peoria.	Bradley Polytechnic Institute.	Elizabeth H. Burnside.	1867	Sch.	Sch.	Fr.	No.	No.			7,466	480	9	935
Peru.	St. Bede's College.	Rev. Wendel Sholar.	1891	Sch.	Gen.	Fr.	No.	No.			9,000			
Quincy.	St. Francis Solanus College.	Rev. Berthold Hartung.	1860	Col.	Gen.	Fr.	No.	No.			15,000	350		
Rockford.	Rockford College.	Mary B. Nethercut.	1849	Col.	Gen.	Fr.	No.	No.			5,500	372	1	700
Rock Island.	Aurustana College.	Marcus Skarstedt.	1860	Col.	Gen.	Fr.	No.	No.	1,563		16,500	1,731	5	1
Springfield.	Evangelical Lutheran Concordia Seminary.	John Herzer.	1875	Sch.	Theo.	Fr.	No.	No.	216	216	5,000			
Teutopolis.	St. Joseph's Scaphic College. <sup>7</sup>	Rev. Aloystus Fromm.	1862	Sch.	Gen.	Fr.	No.	No.			10,000	75		
Urbana.	University of Illinois. <sup>8</sup>	P. L. Windsor.	1868	Univ.	Gen.	Fr.	No.	Yes.	76,000		288,301	24,581	41	2,000
Do.	Law Library.	do.	1868	Univ.	Gen.	Fr.	No.	No.	15,000		15,000	1,500	4	
Wheaton.	Wheaton College.	Julia F. Blanchard.	1860	Col.	Gen.	Fr.	Yes.	No.	250		7,000	300	2	1,225

<sup>7</sup> Includes 3 departmental libraries.  
<sup>8</sup> Includes 11 departmental libraries.

<sup>4</sup> Includes 1 branch.  
<sup>5</sup> Includes 3 branches.  
<sup>6</sup> Includes 6 departmental libraries.

<sup>1</sup> Salary of first assistant.  
<sup>2</sup> Includes 2 branches.  
<sup>3</sup> Includes 17 departmental libraries.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Librarian.	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
INDIANA.																	
Bloomington.	Indiana University.	William E. Jenkins	1820	Univ.	Gen.	S. Fr.	No.	Yes.	1,650				91,225	4,919	16		\$2,000
Do.	Indiana Historical Survey	Logan Esarey	1910	Univ.	Hist.	S. Fr.	No.	No.					10,000	1,200	1		
Do.	School of Law	Cline E. Clouse	1842	Univ.	Law.	S. Fr.	No.	No.					7,000	200	2		200
Collegeville.	St. Joseph College	J. C. Sanders, supt.	1890	Col.	Gen.	S. Fr.	No.	No.					9,000	300			
Columbia City.	Public School	Harry S. Wedding	1861	Sch.	Gen.	S. Fr.	No.	Yes					7,960	369			
Crawfordsville.	Walsh College	F. L. Hunt	1832	Col.	Gen.	S. Fr.	No.	No.	350	4,865			48,000	944	2		
Culver.	Culver Military Academy	Harlow Lindsey	1894	Sch.	Gen.	S. Fr.	No.	No.		9,861			5,325	150			
Elkhart.	Earlham College	E. H. Drake, supt.	1847	Col.	Gen.	S. Fr.	No.	No.					20,000	1,140	2		1,500
Fort Wayne.	Public Schools	W. H. Kruse		Sch.	Gen.	S. Fr.	Yes.	No.	350				6,500	200			
Do.	Concordia College	Angeline F. Chapin	1839	Col.	Gen.	S. Fr.	Yes.	No.					12,000				
Do.	Public School	Sadie Davis		Sch.	Gen.	S. Fr.	No.	No.	250	3,000			6,223	50	4	1	600
Franklin.	Franklin College	F. C. Tilden	1834	Col.	Gen.	S. Fr.	No.	No.		6,500			19,081	360	2		1,600
Greencastle.	De Pauw University	Rens Stevens	1837	Univ.	Gen.	S. Fr.	No.	No.	554	7,649			45,000	500	2		
Greensburg.	Public School	Jennie Lee	1901	Sch.	Gen.	S. Fr.	No.	No.	250	100	350		5,884	120	1	2	
Hanover.	Hanover College	Charlotte H. Ferguson	1827	Col.	Gen.	S. Fr.	Yes.	Yes	540	13,185	6,000		21,000	200	2	1	300
Indianapolis.	Butler College (Bona Thompson Memo. Lib.)	Margaret Schuler	1903	Col.	Gen.	S. Fr.	Yes.	Yes					13,284	492	2	1	750
Do.	Indiana School for the Blind.	Clara Hadley		Sch.	Gen.	S. Fr.	No.	No.					5,618	228			
Do.	Manual Training High School.	Edith M. Fountain	1896	Sch.	Gen.	S. Fr.	No.	No.					5,000		1		405
Do.	Teachers College of Indianapolis.	Rev. Philip Bauer	1882	Sch.	Ed.	S. Fr.	No.	No.	434	4,136			5,440	503	1		600
Jasper.	Jasper College	Levi H. Scott	1860	Sch.	Gen.	S. Fr.	No.	Yes	985	148,374		567	6,000	200			
Jeffersonville.	Indiana Reformatory	Wm. M. Hepburn	1897	Sch.	Gen.	S. Fr.	No.	No.					8,118	268	1		
Lafayette.	Purdue University	Zenobia C. Wolmar	1875	Sch.	Sch.	S. Fr.	No.	No.					35,000	2,928	4		
Merom.	Union Christian College	Chas. E. Torbet	1854	Col.	Gen.	S.	No.	No.					6,000	60	1		130
Moore's Hill.	St. Mary's College	Paul J. Folk	1854	Col.	Gen.	S.	No.	No.					5,156	177			100
Notre Dame.	Notre Dame Academy.		1855	Col.	Gen.	S.	No.	No.					8,141	50			
Do.	University of Notre Dame (Lemmonier Lib.)		1873	Col.	Gen.	S. Fr.	No.	No.	1,060			52,000	85,000	600	16		



TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library expenses.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>IOWA—contd.</b>																	
Pella.	Central College.	Elizabeth Graham.	1886	Col.	Gen.	P.	No.	No.	8,001	8,100			7,808	2,000			
Sioux City.	Morningside College.	Martha C. Sanborn.	1894	Col.	Gen.	P.							10,000	1,261			
Storm Lake.	Buena Vista College.	Harriet K. Avery.	1891	Col.	Gen.	P.							7,448	1,486	1		1,820
Tabor.	Tabor College.	Wm. L. Verry.	1866	Col.	Gen.	P.	Yes.	No.	372	372			15,913	261	1		508
Toledo.	Leander Clark College.	Gen. D. Eaton, supt.	1856	Col.	Gen.	S.	No.	No.	380	1,900	150		7,828	1,440	2		
Vinton.	Iowa College for the Blind.		1860	Sch.	Gen.	P.	Yes.	No.		200			6,046	119			
<b>KANSAS.</b>																	
Andover.	Midland College.	Wm. A. Sadler.	1887	Col.	Gen.	P.	No.	No.	214				10,000		1		1,800
Do.	St. Benedict's College.	Martin Veth.	1868	Col.	Gen.	P.	No.	No.					27,400				
Baldwin.	Baker University.	Edith M. Clarke.	1896	Univ.	Gen.	S.			600	2,132			80,000	1,669	2		660
Coffeyville.	Public High School.	Edua Wrighton.	1908	Sch.	Gen.	P.							5,000	50			678
Emporia.	College of Emporia (Anderson Memo. Lib.).	Martha R. McCabe.	1883	Col.	Gen.	P.		No.	280				13,000	428	1		680
Do.	State Normal School.	Willis H. Kerr.	1865	Sch.	Ed.	P.	Yes.	No.					32,000	3,185	8		2,100
Fort Leavenworth.	Army Service Schools.	Lt. Col. Ezra B. Fuller.	1884	Sch.	Sch.	P.	No.	No.		3,000			26,000	1,417	2		
Fort Riley.	Mounted Service School.	Norley Gates.	1886	Sch.	Sch.	P.	No.	No.		2,000			8,550	126			
Highland.	Highland College.	Merna Noble.	1882	Col.	Gen.	P.	No.	No.					5,000	260			
Holton.	Campbell University.	Gen. Noble.	1882	Univ.	Gen.	S.	Yes.	Yes.					6,000		1		
Kansas City.	Kansas City University.	Mrs. Harriet Emerson.	1896	Univ.	Gen.	S.	No.	No.					8,000		1		200
Lawrence.	University of Kansas Law Library.	Carrie M. Watson.	1865	Univ.	Gen.	F.	No.	No.					35,000	5,000	9		1,200
Do.	do.	do.		Univ.	Law.	P.	No.	No.					6,240	498	1		1,408
Leavenworth.	St. Mary's Academy.	Sister Mary.	1869	Sch.	Gen.	P.	Yes.	No.					5,000				
Lindsborg.	Bethany College.	Carl F. Carlsberg.	1862	Sch.	Gen.	F.	Yes.	No.					10,000	160	3		900
McPherson.	McPherson College (Carnegie Lib.).	Lulu Ullom.	1906	Col.	Gen.	S.	No.	No.					5,000	100	2	1	300
Manhattan.	Kansas State Artil. College.	Arthur B. Smith.	1863	Col.	Gen.	P.	Yes.	No.	350				50,000	3,920	6		2,000
Ottawa.	Ottawa University.	Irene Henderson.	1902	Univ.	Gen.	P.	No.	No.					7,200	650	3		600

[illegible]

**\* Includes 1 branch.**

Report received too late to appear in summary tables.

**Includes 2 branches.**

<sup>1</sup> Salary of first assistant.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MAINE.																	
Bangor.....	Bangor Theological Seminary.....	Charles J. H. Ropes.....	1816	Sch....	Theo....	F.	Yes.	No.					28,815	532	1		\$1,200
Brunswick.....	Bowdoin College.....	George T. Little.....	1794	Col....	Gen....	Fs., Fr.	Yes.			7,905			105,389	2,850	5		2,500
Kents Hill.....	Maine Wesleyan Seminary.....	Henry P. Boody.....	1824	Sch....	Gen....	F.			200				10,500	225			
Lewiston.....	Bates College.....	Mrs. Blanche W. Roberts.....	1859	Col....	Gen....	Fs., Fr.	No.	No.	470	10,685			33,608	1,662	2		1,000
Orono.....	University of Maine.....	Ralph K. Jones.....	1868	Univ..	Gen....	Fs., Fr.	Yes.	Yes.	843	7,724			50,283	2,595	4	1	2,000
Saco.....	Thurston Academy (Memo. Lib.).	Edna A. Goodier.....	1890	Sch....	Gen....	Fs.			100	1,000			5,500	300	1		550
South Berwick.....	Berwick Academy (Fogg Memo. Lib.).	Ella W. Ricker.....	1895	Sch....	Gen....	F.	Yes.	No.	2,409				7,706		1		200
Waterville.....	Colby College.....	Charles P. Chipman.....	1820	Col....	Gen....	Fs., Fr.	Yes.	Yes.	350	2,000		10,000	50,250	1,200	2		1,400
MARYLAND.																	
Annapolis.....	St. John's College.....	Roscoe E. Grove.....	1696	Col....	Gen....	Fs., Fr.	No.	No.	200	2,500		2,000	25,000	100	2	3	200
Do.....	U. S. Naval Academy.....	A. N. Brown.....	1846	Col....	Gen....	Fs., Fr.	No.	No.					84,120	716	5	3	8,000
Baltimore.....	Baltimore City College.....	Alfred W. Reins.....	1872	Sch....	Gen....	Fs.	No.	No.	2,500	4,500		33,247	9,600	200	1		700
Do.....	Goucher College.....	Joseph S. Sheffoe.....	1888	Col....	Gen....	Fs.	No.	No.					14,000	253	3		600
Do.....	Johns Hopkins University.....	McKenzie L. Rancy.....	1876	Univ..	Gen....	Fs., Fr.	No.	No.	1,000				175,220	8,506	19		2,500
Do.....	Loyola College.....	Justin J. Ooghe.....	1833	Col....	Gen....	S., Fr.	Yes.			250			40,000	400	4		
Do.....	Morgan College.....	Eva May Kendrick.....	1867	Col....	Gen....	Fs.	No.	No.					7,000				
Baltimore (Sta. D.)	Mount St. Joseph's College.....	Brother Philip.....	1876	Col....	Gen....	Fs.	No.	No.					6,726				
Baltimore (Charles Street Ave.)	Notre Dame College.....	Sister Mary Dillon.....	1873	Col....	Gen....	S.	No.	No.					10,700	400	5	5	
Baltimore (Sta. D.)	St. Joseph's Seminary.....	L. J. A. D. Eroulin.....	1888	Sch....	Gen....	Fs.	No.	No.					5,000				
Baltimore (Sta. D.)	St. Mary's Industrial School.....	Xaverian Brothers.....	1860	Sch....	Gen....	Fs.	No.	No.	550				6,970				
Baltimore.....	St. Mary's Seminary and University.....	Rev. J. A. Balsemo.....	1791	Sch....	Theo....	Fs.							45,000	200			



TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or free to students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Bridgewater.	State Normal School.	Arthur C. Boyden.	1840	Sch.	Ed.	Ps.							12,450	350			
Cambridge.	Andrew Harvard Theol. library.	Owen H. Gates.	1911	Univ.	Theo.	F.	Yes.			2,673			104,126	1,665	5		
Do.	Episcopal Theological School.	Edith D. Fuller.	1867	Sch.	Theo.	Ps., Fr.				1,500			14,000	870	2		\$900
Do.	Harvard University, Harvard College library.	William C. Lane.	1638	Univ.	Gen.	Ps.	Yes.	No.	4,000	62,600			1,083,000	40,313	116		5,000
Do.	Fly Club Library.	Ross T. Whistler.	1836	Col. soc.	Gen.	S.	No.	No.					6,402	50			
Do.	Gray Herbarium.	Mary A. Day.	1864	Univ.	Sch.	Ps., Fr.	No.	No.					13,400	620			
Do.	Harvard Observatory (Phillips Library).	E. C. Pickering.	1840	Univ.	Sch.	Ps., Fr.	Yes.	No.					13,964	145	1		
Do.	Harvard Union.	Arthur S. Crowley.	1891	Col. soc.	Gen.		No.	No.					14,000	340	3		400
Do.	Law Library.	Edward B. Adams.	1817	Univ.	Law.	Ps.	No.	No.					150,332	4,810	23	4	3,500
Do.	Museum of Comparative Zoology.	Samuel Henshaw.	1859	Univ.	Sch.	Fr.	No.	No.					51,403	1,103			
Do.	High and Latin School.	Martha L. Babbitt.	1847	Sch.	Gen.	Ps.	No.	No.					5,000				
Do.	New Church Theological School.	Rev. John Whitehead.	1806	Sch.	Theo.	Ps., Fr.	No.	No.					8,000	1,500	1		200
Do.	Rodcliffe College.	Rose Sherman.	1879	Col.	Gen.	Ps.	No.	No.	590	28,000			32,000	1,500	6	1	1,200
Danvers.	St. John's Preparatory School.	Brother Gerald.	1906	Sch.	Gen.	S.							7,100				
Easthampton.	Williston Seminary.	Sidney N. Morse.	1841	Sch.	Gen.	Ps.	No.	No.					6,500	200	2		
East Northfield.	Talcott Library.	Virginia T. Smith.	1879	Sch.	Gen.	Ps., Fr.	No.	No.	600	4,700			7,900	200	2		400
Fall River.	B. M. C. Durfee High School.	Gertrude M. Baker.	1886	Sch.	Gen.	Ps.	No.	No.	100	400			13,000				
Fitchburg.	State Normal School.	Maud A. Goodfellow.	1895	Sch.	Ed.	Ps.	No.	No.					8,000				
Framingham.	do.	Louie G. Ramsdell.		Sch.	Ed.	Ps.	No.	No.					5,529	94			
Groton.	Groton School.	Harry H. Richards.	1864	Sch.	Gen.	Ps.	No.	No.					6,000				
Haverhill.	Bradford Academy.	Ellen S. Davidson.	1803	Sch.	Gen.	S.	No.	No.					0,851	175			
Mount Hermon.	Mount Hermon School (Schauffer Memorial Library).	Anna L. Miller.	1881	Sch.	Gen.	Ps.	No.	No.	300	10,100			12,176	628	1		

	1825	Theo.	Fs. Fr.	No.	146	2,300	32,000	679	6	2,000
Newton Center...	Henry K. Rowe...	Sch...	Gen...	No.	No.	1,167	12,500	4,500	28	1,000
Northampton...	Josephine A. Clark...	Sch...	Fs. Fr.	No.	No.	225	46,450	500	2	2,000
Do.	Grace L. Darling...	Col...	Fs.	No.	No.	12,000	7,000	1,000	2	1,000
Norton...	Miss H. L. Martin...	Ed...	Gen...	No.	No.	144	10,000	1,000	2	1,000
Salem...	St. Mark's School...	Sch...	Fs.	No.	No.	850	7,200	240	6	1,000
Southboro...	St. Mark's School...	Sch...	Fs. Fr.	No.	No.	850	52,000	2,513	6	1,000
South Hadley...	Dertha E. Blakey...	Col...	Fs. Fr.	No.	No.	850	10,380	375	8	1
Springfield...	Jacob T. Bowne...	Col...	Fs. Fr.	No.	No.	850	10,380	375	8	1
Tufts College...	Ethel M. Hayes...	Col...	Fs. Fr.	No.	No.	8,739	68,388	1,871	8	1
Watertown...	Laura M. Sawyer...	Sch...	F.	Yes	Yes	10,206	21,374	772	2	950
Wellesley...	Henrietta St. B. Brooks...	Col...	Fs. Fr.	No.	No.	19,500	74,040	3,316	9	2
Wilbraham...	John A. Lowe...	Sch...	Fs. Fr.	No.	No.	350	10,000	2,464	9	1,500
Williamstown...	Louis N. Wilson...	Col...	Fs. Fr.	No.	No.	350	74,865	2,464	9	1,500
Worcester...	Martha Fayerstrom...	Univ.	Fs. Fr.	No.	No.	800	68,000	4,000	11	3,000
Do.	Robert Swickard...	Sch...	S.	No.	No.	800	6,000	1,000	1	1
Do.	State Normal School...	Col...	S.	No.	No.	800	38,000	800	2	2,000
Do.	Samuel F. Holmes...	Sch...	Fs.	No.	No.	275	18,985	2,131	2	2,000
Do.	Emily M. Haynes...	Col...	F.	No.	No.	600	6,000	300	1	1,000
Do.	Emily M. Haynes...	Col...	F.	No.	No.	600	15,000	525	1	1,000
MICHIGAN.										
Adrian...	Belle Waldo...	Col...	Fs. Fr.	No.	No.	7,200	7,500	100	1	400
Albion...	Rose Ball...	Col...	F.	No.	No.	400	22,225	1,065	2	750
Alma...	Helen B. Cook...	Col...	Fs. Fr.	No.	No.	2,550	24,898	477	1	1,500
Ann Arbor...	Theo. W. Koch...	Univ.	S. Fr.	No.	No.	5,648	322,040	17,731	82	2
Do.	Victor H. Lane...	Univ.	S.	No.	No.	5,648	31,735	1,536	4	1,000
Battle Creek...	Jean Chmiele...	Sch...	F.	Yes	Yes	90,381	24,893	1,646	5	1,000
Crystal Falls...	Pearl Murgison...	Sch...	Fs. Fr.	Yes	Yes	1,200	5,853	334	1	650
Detroit...	Lorne W. Weber...	Col...	F.	Yes	Yes	1,200	16,200	19,231	530	4
Do.	Meta V. Kallman...	Sch...	Fs.	No.	No.	300	16,000	500	1	750
East Lansing...	Mrs. Linda E. Landon...	Col...	S. Fr.	No.	No.	7,896	37,311	1,399	2	1,000
Flint...	Alice M. Austin...	Sch...	Fs.	No.	No.	225	6,991	106	1	1,000
Grand Rapids...	Fanny D. Ball...	Sch...	Fs.	No.	No.	11,528	6,657	416	1	1,000
Greenville...	Alice Fuller...	Sch...	F.	Yes	Yes	11,528	6,150	416	1	1,000
Hillsdale...	Mrs. Caroline Dudley...	Col...	S. Fr.	No.	No.	250	20,000	641	2	865
Holland...	Albert Reap...	Col...	Fs. Fr.	No.	No.	250	19,000	1,000	2	865
Do.	John W. Beardslee...	Sch...	Fs. Fr.	Yes	Yes	30	9,000	1,100	2	1
Houghton...	Mrs. Frances H. Scott...	Col...	Fs. Fr.	No.	No.	30	9,000	1,100	2	1

\* Includes 1 branch.

\* Includes 6 departmental libraries.

\* Includes 4 branches.

\* Includes 11 departmental libraries and 38 special reference libraries.

\* Salary of first assistant.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
MICHIGAN—con.																	
Jackson.....	Public High School.....	Edith A. King.....	1833	Sch.	Gen.	Fr.	No.	No.	250	2,430			5,500	550			
Kalamazoo.....	Kalamazoo College.....	Mark Bailey.....	1903	Col.	Gen.	S., Fr.	Yes.	No.					16,500	1,232			
Do.....	Western State Normal School.....	Esther Braley.....	1903	Sch.	Ed.	Fr.	Yes.	Yes.					9,888	1,261	3		\$1,500
Marquette.....	Northern State Normal School.....	Lydia M. Olson.....	1899	Sch.	Ed.	Fr.	No.	No.					16,929	1,571	2		1,400
Monroe.....	St. Mary's College.....	Sister M. Domitilla.....	1845	Sch.	Gen.	S.			400	36,000			11,588	408			
Mount Pleasant.....	Central State Normal School.....	M. Louise Converse.....	1893	Sch.	Gen.	Fr.							15,500	700	2		1,500
Olivet.....	Oliver College.....	W. S. Leavenworth.....	1857	Col.	Gen.	Fr.	No.	No.	225	2,686			33,100	250	5	1	200
Pontiac.....	Public High School.....	do.....		Sch.	Gen.	Fr.							5,437				
Wyandotte.....	do.....	do.....		Sch.	Gen.	Fr.							6,500				
Ypsilanti.....	Public School.....	Ellen Hoffman.....	1849	Sch.	Gen.	Fr.	Yes.	Yes.		9,503	2,168	12,919	7,824	155	1		625
Do.....	State Normal College.....	G. M. Walton.....	1852	Sch.	Ed.	Fr.							36,000	1,450	8		1,500
MINNESOTA.																	
Collegeville.....	St. John's University.....	A. Hoffmann.....	1867	Univ.	Gen.	Fr., Fr.	No.	No.	2,000				22,400	700			
Dassel.....	Public High School.....	John Thielvoldt.....		Sch.	Gen.	Fr.	No.	No.		1,685	1,003	124	5,000	40			
Duluth.....	College of St. Scholastica.....	Sr. Mary Katharine.....	1894	Sch.	Ed.	Fr.	No.	No.		1,782	942		6,872	340			
Do.....	State Normal School.....	Ruth Ely.....	1902	Sch.	Ed.	Fr., Fr.	No.	No.		6,529			6,050	468	1		1,000
Fairbault.....	Seabury Divinity School.....	Rev. F. F. Kramer.....	1893	Sch.	Theo.	Fr., Fr.	No.	No.		1,200			10,000	107			
Do.....	Seabury School.....	Maud L. Hoebelle.....	1897	Sch.	Gen.	Fr.	No.	No.					6,000	100			
Fergus.....	Public High School.....	Clara Willard.....	1902	Sch.	Gen.	Fr.	No.	No.	200	500	400		7,521	250	1		154
Glenwood.....	Public School.....	Leonard V. Kooz.....		Sch.	Gen.	Fr.	No.	No.	320	2,975			9,172	429	1		600
Hibbing.....	Lincoln High School.....	Isabelle Buckley.....	1905	Sch.	Gen.	Fr., Fr.	No.	No.		10,000	5,000		11,918	625	2		1,000
Manly.....	State Normal School.....	Alice N. Parr.....	1870	Sch.	Ed.	Fr., Fr.	No.	No.					9,000	250	1		30
Minneapolis.....	Augsburg Seminary.....	Wm. Mills.....		Col.	Gen.	S., Fr.	No.	No.	175				5,000	350			
Do.....	Central High School.....	Margaret R. Greer.....	1890	Sch.	Gen.	Fr.	No.	No.	1,250	30,000			8,000	350			
Do.....	North High School.....	Thyrza McClure.....	1906	Sch.	Gen.	Fr., Fr.	No.	No.					8,000	1,000			
Do.....	South High School.....	Elsie M. Burquist.....		Sch.	Gen.	Fr.	No.	No.	1,321	14,000		40,500	5,000	500	1		950

Do.	University of Minnesota <sup>1</sup> .	James Thayer Gar- ould.	1898	Univ.	Gen.	F.	Yes.	No.	3,632	29,487	201,590	18,672	29	3,000
Moorhead.	State Normal School <sup>1</sup> .	Dorothy Hurlbert.	1898	Sch.	Ed.	Fs., Fr.	No.	No.	500	39,600	14,211	2,000	4	1,000
Northfield.	Carleton College (Sooille Memorial Lib.).	Eleanor J. Gladstone	1899	Col.	Gen.	S., Fr.	No.	No.	524	8,000	23,203	691	2	950
Do.	St. Olaf College.	O. G. Felland.	1874	Col.	Gen.	S., Fr.	No.	No.	1,087	9,700	9,700	330	2	600
St. Cloud.	State Normal School.	Ottillie Liedloff.	1869	Sch.	Ed.	Fs.	No.	No.	600	11,475	11,475	528	1	810
St. Paul.	Central High School.	Minnie F. Keane.	1877	Sch.	Gen.	Fs., Fr.	No.	No.	1,087	5,600	5,600	528	1	975
Do.	College of St. Thomas.	Rev. Wm. F. Etzel.	1885	Sch.	Gen.	Fs., Fr.	No.	No.	600	15,235	15,235	1,000	2	500
Do.	Hamline University.	Anna M. Davis.	1853	Col.	Gen.	Fs., Fr.	Yes.	Yes.	600	5,000	5,000	100	1	65
Do.	Humboldt High School.	Mrs. Anna G. Ryan.	1893	Sch.	Gen.	Fs., Fr.	No.	No.	600	5,000	5,000	50	1	600
Do.	John A. Johnson High School.	Ida L. Blomquist.	1893	Sch.	Gen.	Fs.	No.	No.	600	13,200	13,200	600	2	950
Do.	Macalester College (Ed- ward D. Neill Lib.).	Frederic G. Artell.	1885	Col.	Gen.	F.	No.	No.	250	8,235	8,235	416	1	75
Do.	St. Paul Normal School.	Florence M. Francis.	1894	Sch.	Ed.	Fs., Fr.	No.	No.	75	26,000	26,000	500	2	25
Do.	St. Paul Seminary.	John Seliskar.	1894	Sch.	Gen.	Fs.	No.	No.	348	12,000	12,000	70	1	485
St. Paul (St. An- thony Park).	Seminary of the United Norwegian Lutheran Church.	E. K. Johnson.	1890	Sch.	Theo.	Fs.	No.	No.	900	8,000	8,000	300	1	750
St. Peter.	Gustavus Adolphus Col- lege.	C. Peterson.	1875	Col.	Gen.	S., Fr.	Yes.	Yes.	No.	11,033	11,033	333	1	765
Two Harbors.	Public School.	H. E. Flynn, supt.	1901	Sch.	Gen.	F.	No.	No.	275	1,840	18,000	1,443	2	300
Winona.	State Normal School.	Mary Grant.	1877	Sch.	Ed.	Fs., Fr.	No.	No.	250	2,500	5,250	300	1	630
MISSISSIPPI.														
Agricultural Col- lege.	Mississippi Agric. and Mech. College.	Whitman Davis.	1890	Col.	Gen.	S., Fr.	No.	No.	1,200	10,034	21,914	2,281	2	1,500
Bay St. Louis.	St. Stanislaus College.	Bro. Ambrose.		Sch.	Gen.	S.	No.	No.	350	13,765	5,000	100		300
Clinton.	Mississippi College.	Mrs. A. J. Aven.		Col.	Gen.	Fs., Fr.	No.	No.	275	1,840	5,000	300		300
Columbus.	Mississippi Industrial In- stitute and College.	Beulah Culbertson.		Col.	Gen.	Fs., Fr.	No.	No.	275	1,840	8,960	587	2	800
Jackson.	Millsaps College (Carnegie- Millsaps Lib.).	A. A. Kern.	1906	Col.	Gen.	S., Fr.	No.	No.	275	1,840	18,000	1,443	2	300
Kosciusko.	Public School.	Fannie Newall.	1894	Sch.	Gen.	F.	No.	No.	250	2,500	5,250	300	1	630
Laurel.	Tougaloo University.	J. H. McLean.	1906	Sch.	Gen.	Fs., Fr.	No.	Yes.	250	5,375	5,375	375	2	
Tougaloo.	University of Mississippi <sup>1</sup> .	Ernestine H. Mosley	1899	Sch.	Gen.	Fs., Fr.	No.	No.	700	5,000	5,000			
University.		Alice Mayes.	1948	Univ.	Gen.	Fs., Fr.	No.	No.			25,000		4	900
MISSOURI.														
Cameron.	Missouri Wesleyan College.	W. F. Null.	1888	Col.	Gen.	Fs., Fr.	No.	No.	797	21,500	5,730	2,000		
Cave Girardeau.	State Normal School <sup>1</sup> .	Sadie T. Kent.	1875	Sch.	Ed.	Fs., Fr.	No.	No.	797	21,500	10,258	2,283	5	1,200
Columbia.	Christian College.	Mrs. M. B. M. Gib- bons.	1892	Col.	Gen.	Fs., Fr.	No.	No.	2,000		5,600	811		
Do.	University of Missouri <sup>1</sup> .	Henry O. Severance.	1840	Univ.	Gen.	F.	Yes.	Yes.	2,000		118,677	8,139	12	1
Do.	School of Law.	Walter K. Stone.	1903	Univ.	Law	F.	No.	No.			17,773		3	2,400
Fayette.	Central College.	Francis L. Hockett.	1890	Col.	Gen.	Fs., Fr.	No.	No.			10,027	475	2	1,000
Florissant.	St. Stanislaus Seminary.	Matthew Garming.	1823	Sch.	Gen.	Fs., Fr.	No.	No.			23,635	1,006		430
Fulton.	Westminster College <sup>1</sup> .	Glenn Morrow.	1833	Col.	Gen.	Fs., Fr.	No.	No.			5,028	906	4	180

<sup>1</sup> Salary of first assistant.<sup>2</sup> Includes 8 branches.<sup>3</sup> Includes 1 branch.<sup>4</sup> Includes 2 branches.<sup>5</sup> Includes 10 departmental libraries.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSOURI—CON.																	
Dea's Academy.	Iber's Academy.	G. Byren Smith.	1884	Sch.	Gen.	Fs., Fr.	No.	No.					6,000	500			
Kidder.	Kidder Institute.	Evalyn Bailey	1849	Sch.	Gen.	Fs., Fr.	Yes.	No.					24,481	200	3		
Liberty.	William Jewell College.	Edward H. Edwards.	1849	Col.	Gen.	Fs., Fr.	No.	No.	203	3,191	3,646	3,757	14,912	1,620	1	3	\$7.0
Marshall.	Missouri Valley College.	Stella B. Hicks.	1906	Col.	Gen.	Fs., Fr.	Yes.	No.					7,855	829	1	1	1,600
Maryville.	State Normal School.	C. Edwin Wells.	1876	Sch.	Ed.	F.	No.	No.					6,000		3		
Morrisville.	Scarritt-Morrisville College.	Louis C. Perry.	1871	Col.	Gen.	F.	No.	No.	192	10,518			27,857	1,608	2	2	850
Parkville.	Park College.	Emma L. Kirk.	1872	Col.	Gen.	F.	No.	No.	260				16,000	1,500	7		1,800
Rolla.	School of Mines (University of Missouri).	Jesse Cunningham.	1870	Univ.	Sci.	Fs., Fr.	No.	No.					6,500				
St. Louis (Meramec and Nebraska Aves.).	Academy of the Sacred Heart.		1873	h.h.	Gen.	S.	No.	No.									
St. Louis.	Christian Brothers College.	Brother Luke Joseph	1823	Col.	Gen.	S., Fr.	No.	No.	387	3,427			273,842	342			
Do.	Concordia Theological Seminary.	W. H. T. Dau.	1850	Sch.	Theo.	Fs.	No.	No.					11,325	220			
St. Louis (6700 Easton Ave.).	Eden Theological Seminary.	Wm. Baur.	1850	Sch.	Theo.	Fs.			86				6,141	74			
St. Louis.	St. Joseph's Academy <sup>1</sup> .	Sister M. Antieeta Byrne.	1839	Sch.	Gen.	S., Fr.	No.	No.	177	3,120	1,800		10,746				
Do.	St. Louis Diocesan Library <sup>1</sup> .	Rev. Charles L. Souray.	1892	Sch.	Theo.		No.	No.					13,000	60			
Do.	St. Louis University <sup>1</sup> .	J. C. Burke.	1832	Univ.	Gen.	Fs., Fr.	No.	No.	660				70,000	515	9	8	
St. Louis (3942 Lindell Boul.).	Institute of Law.	John B. Reno.	1903	Univ.	Law.	Fs.	No.	No.					8,000	300			
St. Louis.	Medical Library.	Stella Waldeck.	1903	Univ.	Med.	Fs., Fr.	No.	No.					8,000	2,000	3	1	
Do.	Students' Library.	Rev. A. J. McCormick.	1855	Col. soc.	Gen.	Fs., Fr.	No.	No.	828				7,100				
Do.	Washington University <sup>1</sup> .	Winthrop H. Cheney.	1857	Univ.	Gen.	Fs., Fr.	No.	No.					68,374	2,947	7		2,260
Do.	Law School.		1867	Univ.	Law.	Fs.	No.	No.					25,000	300	1		
St. Louis (19th and Locust Sts.).	Medical School.	Helen Tiester.	1911	Univ.	Med.	Fs.	No.	No.					16,000	6,802	2		900
St. Louis.	Yeatman High School.	Wilbur N. Fuller.	1904	Sch.	Gen.	Fs.	No.	No.		20,000			6,500	200			

Springfield.....	B. F. Finkel.....	1873	Col.....	Gen.....	S., Fr. F.	No.....	300	850	35,000	160	2	490
Do.....	Alberta Hendrickson.....	1894	Sch.....	Gen.....	Fs., Fr.	No.....	1,000	3,000	5,270	250	1	540
Warrenburg.....	Edward Reedy.....	1892	Sch.....	Ed.....	Fs., Fr.	No.....	1,000	5,000	6,447	40		
Do.....	Alice L. Blair.....	1872	Sch.....	Ed.....	F.	No.....		53,118	20,707	3,216	5	1,200
Warrenton.....	Henry Voshell.....	1875	Col.....	Gen.....	F.	Yes.....	No.....		10,000	200		
West Plains.....	Eunice Summers.....	1895	Sch.....	Gen.....	S., Fr.	Yes.....	Yes.....	4,243	10,114	247	1	150
MONTANA.												
Bozeman.....	Mary K. Winter.....	1893	Col.....	Gen.....	F.	No.....	Yes.....		12,560	884	4	900
Dillon.....	Mrs. Lillian R. Free.....	1897	Sch.....	Ed.....	Fs., Fr.	No.....	No.....		8,750	254	3	1,200
Missoula.....	Gertrude Buckhous.....	1898	Univ.....	Gen.....	Fs., Fr.	No.....	230	5,000	24,000	1,927	4	1,300
NEBRASKA.												
Bellevue.....	Lida M. Churchill.....	1893	Col.....	Gen.....	S., Fr.	Yes.....	No.....	1,022	6,500	142	2	425
Cete.....	Miss Christian R. Dick.....	1894	Col.....	Gen.....	Fs., Fr.	No.....	199	3,612	12,858	414	1	600
Franklin.....	Lucy I. Peck.....	1896	Sch.....	Gen.....	F.	No.....			5,750	450	1	
Fremont.....	Emelia Brant.....	1895	Sch.....	Gen.....	Fs., Fr.	No.....			12,500	400	1	760
Grand Island.....	Harriet L. Craig.....	1892	Col.....	Gen.....	S., Fr.	No.....			7,200	50	2	350
Hastings.....	Martin Kemp.....	1874	Col.....	Gen.....	Fs., Fr.	No.....	No.....		7,500	120	3	113
Kearney.....	Anna V. Jennings.....	1905	Sch.....	Ed.....	Fs., Fr.	No.....	No.....		8,720	1,132	2	1,500
Lincoln.....	Malcolm G. Weyer.....	1871	Univ.....	Gen.....	Fs., Fr.	No.....	No.....		108,275	5,800	14	
Norfolk.....	W. T. Kusella.....	1890	Sch.....	Gen.....	Fs., Fr.	No.....	No.....		16,786	110		
Omaha.....	Charles Herron, D. D.....	1891	Univ.....	Gen.....	Fs., Fr.	No.....	No.....		40,000	3,100	1	\$100
Do.....	Charles Herron, D. D.....	1891	Sch.....	Theo.....	Fs., Fr.	No.....	No.....		6,000	200	1	
Peru.....	Elva E. Rulon.....	1887	Sch.....	Ed.....	F.	No.....	No.....		29,694	1,634	4	1,265
University Place.....	May Ingles.....	1898	Univ.....	Gen.....	Fs., Fr.	Yes.....	Yes.....		10,000	408	3	800
Reno.....	Joseph D. Layman.....	1898	Univ.....	Gen.....	Fs., Fr.	Yes.....	Yes.....		24,555	1,875	3	1,400
NEVADA.												
Concord.....	Charles B. Knox.....	1890	Sch.....	Gen.....	S.	No.....		2,404	20,005	255		
Derry.....	Susan D. Bartley.....	1895	Sch.....	Gen.....	Fs.	No.....	Yes.....	11,072	6,117	114	1	
Durham.....	Mabel Hodgkins.....	1908	Col.....	Gen.....	F.	No.....	Yes.....		31,600	1,368	2	1,000
Exeter.....	Mabel Cilley.....		Sch.....	Gen.....	Fs.	No.....			8,562	1,720	2	600
Hanover.....	Nathaniel L. Goodrich.....	1769	Col.....	Gen.....	Fs., Fr.	No.....			126,500	4,825	21	1,400
Manchester.....	Frederick Zwinger.....	1899	Col.....	Gen.....	Fs., Fr.	Yes.....			8,500			
Menden.....	Chloe S. Miller.....	1850	Sch.....	Gen.....	Fs.	No.....		100	6,000	50	1	

\* Salary of assistant librarian.

\* Includes 4 branches.

\* Includes 7 departmental libraries.

\* Includes 6 branches.

\* Includes 3 branches.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1918—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>NEW JERSEY.</b>																	
Bloomfield	Theological Seminary.	Frederick W. Jackson.	1899	Sch...	Theo...	Fs.	...	...	60	...	...	...	10,148	...	...	...	...
Camden.	Public School.	Laura S. Schrack.	1890	Sch...	Gen...	Fs.	No.	Yes.	2,526	8,996	5,203	892	6,731	...	1	...	\$450
Convent Station.	College of St. Elizabeth I.	Sister Marie Elise.	1859	Col...	Gen...	S.	No.	...	...	...	...	...	25,000	300	2	...	...
Fort Lee.	Institute of the Holy Angels.	Sister Mary Theophista.	1885	Sch...	Gen...	S.	No.	No.	75	...	...	...	6,500	120	...	...	...
Hightstown.	Peddie Institute (Longstreet Lib.).	Marie Fox Wall.	1889	Sch...	Gen...	Fs., Fr.	Yes.	No.	...	...	...	4,000	9,000	110	...	...	...
Hoboken.	Stevens Institute of Technology.	Enid May Hawkins.	1871	Col...	Sd...	Fs., Fr.	...	No.	...	1,132	...	11,798	10,500	449	1	...	1,200
Jersey City.	St. Peter's College.	Stephen Koen.	1878	Col...	Gen...	S.	No.	No.	...	6,000	4,000	...	25,000	100	...	...	...
Lawrenceville.	Lawrenceville School.	Alexander F. Jamieson.	1883	Sch...	Gen...	Fs.	No.	No.	50	500	...	50	5,000	50	...	...	...
Madison.	Drew Theological Seminary.	Robert E. Harned.	1897	Sch...	Theo...	Fs., Fr.	Yes.	Yes.	...	3,796	...	...	123,590	3,386	2	...	2,000
Millburn.	Public School.	Dorothy Constantine.	1906	Sch...	Gen...	F.	Yes.	Yes.	650	12,540	8,977	...	5,849	166	1	...	600
New Brunswick.	Rutgers College.	George S. Osborn.	1766	Col...	Gen...	F.	Yes.	No.	639	7,633	...	...	96,226	2,235	5	1	2,000
Do.	Theol. Sem. Ref. Church. (Gardner A. Sage Lib.).	John C. Van Dyke.	1874	Sch...	Theo...	Fs., Fr.	Yes.	No.	...	5,000	...	...	50,700	711	2	...	1,300
Princeton.	Princeton Theological Seminary.	Joseph H. Dulles.	1812	Sch...	Theo...	Fs.	Yes.	No.	...	...	...	...	94,800	3,023	5	1	3,000
Do.	Princeton University.	E. C. Richardson.	1746	Univ.	Gen...	F.	Yes.	Yes.	2,500	35,665	...	...	306,000	12,067	40	2	3,000
Do.	Giosophie Hall.	Warren K. Enck.	1770	Col.	Gen...	F.	No.	No.	...	...	...	...	7,000	160	1	2	50
Trenton.	St. Francis' College.	Athanasius French.	1898	Sch...	Gen...	Fs., Fr.	No.	No.	...	...	...	...	6,950	50	...	...	...
Do.	State Normal and Model Schools.	Martha F. Nelson.	1893	Sch...	Ed...	Fs.	No.	No.	...	...	...	...	7,700	260	1	...	900
Woodbury.	Deptford Institute.	Mrs. Elizabeth R. Johnson.	1894	Sch...	Gen...	F.	Yes.	Yes.	...	26,963	9,025	...	9,163	269	1	1	540
<b>NEW MEXICO.</b>																	
Albuquerque.	University of New Mexico.	Della J. Slader.	1892	Univ.	Gen...	F.	No.	No.	...	...	...	...	10,000	1,000	2	...	...
Santa Fe.	St. Michael's College.	Brother Patrick.	1890	Sch...	Gen...	Fs.	No.	No.	...	...	...	...	5,000	...	...	...	...

City	College	1893	Sch.	Ed.	F.	No. Yes.	No. No.	4,284	6,000	500	2	1
		1890	Col.	Gen.	Fs., Fr.				15,286	1,413	2	1
New York	New Mexico Normal School	1893	Sch.	Gen.	Fs., Fr.				37,080		1	820
	New Mexico College of Agriculture and Mechanic Arts	1890	Col.	Gen.	F.				25,000	1,500	1	3
	Alfred University	1857	Univ.	Gen.	F.	No.	No.	7,905	20,000	200	2	1,100
	St. Stephen's College	1890	Col.	Gen.	F.	No.	No.	10,000	35,160	560	6	1,500
	Auburn Theological Seminary	1821	Sch.	Theo.	F.	Yes.	No.	1,700	4,450			
	Wells College	1868	Col.	Gen.	Fs., Fr.	No.	No.	246	23,000	1,430	6	2
	Union School (Richmond Memorial Lib.)	1853	Sch.	Gen.	Fs., Fr.	No.	Yes.	8,541	12,887	894	3	1
	State Normal School	1899	Sch.	Ed.	Fs., Fr.	No.	No.	8,743	12,841	601	1	700
	Concordia Collegiate Institute	1908	Sch.	Gen.	Fs., Fr.	No.	No.		7,242	852		
	Adelphi College	1869	Col.	Gen.	Fs.	No.	No.	8,736	15,246	684	1	1,000
	Boys' High School	1893	Sch.	Gen.	Fs., Fr.	No.	No.	2,231	8,286	604	1	1,400
	Erasmus Hall High School	1787	Sch.	Gen.	Fs.	No.	No.	6,382	13,471	492	1	1,400
	Girls' High School	1896	Sch.	Gen.	Fs., Fr.	No.	No.	2,000	47,973	776	1	1,400
	Packer Collegiate Institute	1853	Sch.	Gen.	Fs.	No.	No.	12,000	10,437	361	2	
	Polytechnic Institute of Brooklyn (Spicer Lib.)	1890	Col.	Gen.	Fs.	No.	No.	700	10,000	101	1	200
	Training School for Teachers	1893	Sch.	Ed.	Fs.	No.	No.	1,100	5,234	456	1	1,400
	Canisius College	1873	Col.	Gen.	Fs.	No.	No.		40,000	300		
	Central High School	1863	Sch.	Gen.	Fs.	No.	No.		5,896	91		
	D'Youville College	1863	Sch.	Gen.	Fs.	No.	No.		5,430	100		
	Sister Aloysia	1867	Sch.	Gen.	Fs.	No.	No.		6,500	100		
	C. J. Sloan	1870	Sch.	Theo.	Fs.	No.	No.	40	6,000	518	1	1,200
	State Normal School	1870	Sch.	Ed.	Fs.	No.	No.	3,900	30,000			
	University of Buffalo Medical Library	1846	Univ.	Med.	F.	Yes.	Yes.	7,335	9,556	336	1	624
	Public High School	1874	Sch.	Gen.	F.			288	2,280	395	2	20
	Canandaigua Academy	1866	Sch.	Gen.	Fs.	No.	No.		6,919			
	Union School Library	1896	Sch.	Gen.	Fs.	No.	No.		800	244	1	250
	St. Lawrence University (Herring Library)	1871	Univ.	Gen.	Fs., Fr.	Yes.	Yes.	1,362	23,265	165	1	2
	Hamilton College	1812	Col.	Gen.	F.	Yes.	No.	225	58,914	6,218	4	1,900
	Sure Normal School	1895	Sch.	Ed.	Fs., Fr.	No.	No.	400	13,462	378		
	Free Library	1819	Sch.	Gen.	F.	No.	No.	464	5,472	186	1	1,150
	Emira College	1855	Col.	Gen.	Fs.	No.	No.	232	10,748	702	4	
	State Reformatory	1876	Sch.	Gen.	Fs.	No.	No.	2,000	5,431	429		
	Mount St. Alphonsus Theol. Seminary	1867	Sch.	Theo.	Fs.	No.	No.		30,000	6,000		
	State Normal School	1904	Sch.	Ed.	Fs., Fr.	No.	No.	350	8,848	755	2	900
	Hobart College	1822	Col.	Gen.	S., Fr.	No.	No.		8,746	966	1	1
	Public High School	1860	Sch.	Gen.	Fs., Fr.	Yes.	No.		20,733	227	1	480
	Colgate University	1819	Univ.	Gen.	Fs., Fr.	No.	No.	457	70,000	4,157	6	

- Includes 1 branch.
- Includes 5 branches.

Includes 16 departmental libraries.  
Salary of assistant librarian.

**Includes 17 departmental libraries.**  
**Includes 8 departmental libraries.**

1 Includes 4 branches.  
2 Includes 2 branches.

TABLE 31.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—con.																	
Hartwick Seminary	Hartwick Seminary	J. L. Kistler	1815	Sch.	Gen.	Pa.	No.	No.	60	500			7,079	205	1		
Hudson Falls	Free School	Agnes Vaughn	1888	Sch.	Gen.	F.	No.	No.	75	765			5,226	273	1		\$100
Ithaca	Cornell University	George W. Harris	1888	Univ.	Gen.	Pa., Fr.	No.	No.	1,167	41,505			378,773	12,243	21	3	3,500
Do.	Law Library	B. E. Willeyer	1893	Univ.	Law.	Pa., Fr.	No.	No.					44,800	1,700	4		
Do.	Public School	C. Alberta Hildebrandt	1890	Sch.	Gen.	Pa.	No.	No.		8,551	5,761	11,581	6,408	277	1		550
Jamestown	Public High School	Ella W. Green	1898	Sch.	Gen.	F.	Yes.	Yes.		15,371		38,313	6,538	344	1		725
Lawrence	do.	Fred De L. King	1893	Sch.	Gen.	Pa., Fr.	No.	No.		7,082			7,197	312			
Lima	Genevieve Wesleyan Seminary	Mrs. A. C. Works	1832	Sch.	Gen.	Pa., Fr.	No.	No.	200	500			5,000	150	1		200
Lyons	Union School	F. H. Gardiner	1840	Sch.	Gen.	Pa.	No.	No.	307	4,724			5,700	377	1		100
Malone	Franklin Academy (Weed Lib.)	G. J. Whipple	1881	Sch.	Gen.	F.	No.	Yes.	500	13,469			7,812	159	2		450
Mechanicville	Public School	L. B. Blakeman	1905	Sch.	Gen.	F.	No.	No.	187	2,785	1,081		8,000	200	1		300
New Brighton	Staten Island Academy (John W. Winter Memo. Lib.)	Katharine Kilguf	1886	Sch.	Gen.	F.	Yes.	No.					12,000				
New Paltz	State Normal School	Faye MacFarren	1886	Sch.	Ed.	Pa., Fr.	No.	No.					7,200	500	1		800
New Rochelle	Public School	Mary R. Chamberlin	1847	Sch.	Gen.	Pa., Fr.	No.	No.					5,088	822			
New York (Kingsbridge)	Academy Mount St. Vincent.			Sch.	Gen.	Pa.	No.	No.					5,821	77			
New York (Flatbush, N. Y. W. 24th St.)	Barnard School for Boys.	William L. Hazen	1888	Sch.	Gen.	Pa.	No.	No.					5,000				
New York (54th St.)	Bible Teachers Training School.	Clara M. Clark	1908	Sch.	Theo.	Pa., Fr.	Yes.	No.	120	3,022		14,846	5,438	1,118	1		850
New York (Lexington Ave.)																	
New York (60 E. 6th St.)	Brearey School.			Sch.	Gen.	Pa.	No.	No.					6,000				
New York	College of the City of New York.	C. G. Harbermann	1882	Col.	Gen.	Pa., Fr.	No.	No.	3,000	6,481			61,467	895	5		500

Do.	College of St. Francis Xavier.	E. D. Sanders.	1847	Col.	Gen.	Ps., Fr.	No.	No.	73,000	500	4,000
Do.	Columbia University <sup>2</sup> .	W. D. Johnston.	1793	Univ.	Gen.	Ps., Fr.	No.	No.	572,018,975	29,875	114
Do.	College of Physicians and Surgeons <sup>3</sup> .	Alfred L. Robert.	.....	Univ.	Med.	Ps., Fr.	No.	No.	30,893	20,000	350
Do.	Law Library.	Frederick C. Hicks.	.....	Univ.	Law	Ps., Fr.	No.	No.	114,839	95,000	1,245
Do.	Teachers College (Bryant J. Ab.). <sup>4</sup>	Elizabeth G. Baldwin.	1887	Univ.	Ed.	Ps., Fr.	No.	No.	54,868	55,562	3,822
New York (477 1st Ave.).	Cornell University Medical College.	E. S. L'Esperance, M. D.	1890	Univ.	Med.	Ps.	No.	No.	8,000	300	2
New York (108 W. 9th St.).	De La Salle Institute.	Brother Francis.	1889	Sch.	Gen.	Ps.	No.	No.	900	100	.....
New York.	De Wilt Clinton High School.	Harriette Arden.	1903	Sch.	Gen.	Ps.	No.	No.	2,300	14,051	1
New York (23 Central Park, W.).	Ethical Culture School.	Ins Rankin.	1898	Sch.	Ed.	Ps.	No.	No.	250	1,120	1
New York (133d St. and Convent Ave.).	Female Academy of the Sacred Heart.	.....	1847	Sch.	Gen.	S.	No.	No.	8,548	.....	.....
New York.	Fordham University.	Rev. George F. Johnson.	1840	Univ.	Gen.	Ps.	No.	No.	83,000	.....	.....
New York (Chelsea Square).	General Theological Seminary.	Edward H. Virgin.	1817	Sch.	Theo.	Fr.	No.	No.	0,868	.....	.....
New York (Stanton St.).	Jewish Theol. Seminary of America.	Alexander Marx.	1867	Sch.	Theo.	Ps., Fr.	No.	No.	2,800	.....	.....
New York.	Manhattan College.	Rev. Brother Jasper.	1853	Col.	Gen.	Ps.	No.	No.	8,000	.....	.....
Do.	Morris High School <sup>5</sup> .	Bertha F. Hathaway.	1903	Sch.	Gen.	Ps.	No.	No.	14,128	.....	.....
New York (Westchester).	New York Catholic Protectory.	Brother William.	1903	Sch.	Gen.	Ps., Fr.	No.	No.	43,300	7,500	350
New York (66d St. and Ave. A.).	N. Y. Homeopathic Med. College and Flower Hosp.	William Gow.	1865	Col.	Med.	Ps.	No.	No.	7,225	450	.....
New York (412 9th Ave.).	N. Y. Institute for the Education of the Blind.	Ella G. Simonds.	1832	Sch.	Gen.	Ps.	No.	No.	6,500	75	2
New York (Stanton St.).	N. Y. Institution for the Instruction of the Deaf and Dumb.	Thomas F. Fox.	1829	Sch.	Gen.	Ps.	No.	No.	5,000	.....	.....
New York (174 Fulton St.).	New York Law Library.	C. W. Froessel.	1891	Sch.	Law	Ps.	No.	No.	12,444	987	.....
New York (220 W. 19th St.).	New York Training School for Teachers.	Florence E. Van Vleet.	1898	Sch.	Ed.	Ps., Fr.	No.	No.	10,700	142	1
New York (University Heights).	New York University.	Belle Corwin.	1885	Univ.	Gen.	Ps., Fr.	No.	No.	7,608	627	1
New York.	Law Library.	May A. Myers.	1867	Univ.	Law	Ps.	No.	No.	74,000	2,500	3
Do.	School of Pedagogy.	Frances M. Woodward.	1880	Univ.	Ed.	Ps., Fr.	No.	No.	24,514	609	3
Do.	Normal College of the City of New York.	Edith Rice.	1870	Col.	Ed.	Ps., Fr.	No.	No.	8,600	478	1
Do.	Public School Libraries <sup>7</sup> .	Claude G. Leland.	1903	Sch.	Gen.	Ps., Fr.	No.	No.	20,559	17,128	3
Do.	Public School Libraries <sup>7</sup> .	.....	.....	Sch.	Gen.	Ps., Fr.	No.	No.	158,519	47,128	3
Do.	Public School Libraries <sup>7</sup> .	.....	.....	Sch.	Gen.	Ps., Fr.	No.	No.	681,708,940	309,683,244	3

\* Includes 489 branches.

\* Salary of first assistant.

\* Includes 1 branch.

\* Includes 6 branches.

\* Includes 2 branches and 2 departmental libraries.

\* Includes 10 departmental libraries.

\* Includes 43 departmental libraries.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, for students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—CON.																	
New York.	Scudder School.	Gertrude Kratt.	1910	Sch.	Gen.	Fs.	No.	No.		2,000	1,000		5,000	200	1		\$400
Do.	Union Theological Seminary.	Henry P. Smith.	1836	Sch.	Theo.	Fs., Fr.			317	7,054			113,344	4,354	8		4,000
Do.	Wadleigh High School.	Florence A. Dowden.	1903	Sch.	Gen.	Fs.	No.	No.		14,624			5,019	310	1		1,400
Niagara University.	Niagara University.	Rev. F. Drouet.	1863	Univ.	Gen.	S., Fr.	No.	No.	50				20,000	250			
Oneida.	Public High School.	Adaline B. Rockwell.		Sch.	Gen.	F.	No.	No.	618	7,942		11,854	6,500	363	1		432
Oneonta.	State Normal School.	Jessica C. Alden.	1889	Sch.	Ed.	Fs.	No.	No.	400				5,000	28	1		600
Ossining.	Mount Pleasant Academy.	C. F. Brusie.	1814	Sch.	Gen.	Fs.	No.	No.					12,000				
Oswego.	Public School.	Robert S. Kelsey.		Sch.	Gen.	F.	No.	No.		4,396	2,135		5,062	38			
Do.	State Normal School.	Herbert J. Smith.	1861	Sch.	Ed.	F.	No.	No.					20,000				
Peekskill.	St. Mary's School.	Sister Mercedes.	1868	Sch.	Gen.	Fs.	No.	No.					9,000	239			
Plattsburg.	Public High School.	Grace W. Barker.	1890	Sch.	Gen.	Fs., Fr.	No.	No.		7,276			5,149	137	1		850
Do.	State Normal School.	Anne O'Brien.		Sch.	Ed.	Fs., Fr.	No.	No.					6,000	120	1		572
Potsdam.	Clarkson College of Technology.	Mildred Strader.	1896	Col.	Sol.	Fs., Fr.	No.	No.					5,000	100			
Poughkeepsie.	Glen Eden Seminary.	F. M. Townsend.	1910	Sch.	Gen.	Fs.	No.	No.					79,903	4,499	8	2	
Do.	Vassar College.	Amy L. Reed.	1865	Col.	Gen.	Fs., Fr.	No.	No.	1,160				7,801	206	1		850
Rochester.	East High School.	Irene Du Pont Winans.	1903	Sch.	Gen.	Fs., Fr.	No.	No.		4,788			39,927	775	3	1	1,800
Do.	Rochester Theological Seminary.	Rev. Glenn B. Ewell.	1851	Sch.	Theo.	Fs., Fr.	Yes	No.	150	7,528			19,000	462	1		750
Do.	St. Bernard's Seminary.	P. Prosper Libert.	1893	Sch.	Gen.	Fs., Fr.	No.	No.					61,884	1,896	2		1,000
Do.	University of Rochester.	H. K. Phinney.	1850	Col.	Gen.	Fs., Fr.	No.	No.		11,175			10,000				
Do.	Western New York Institution for Deaf Mutes.	Z. F. Westervelt, sup't.	1876	Sch.	Gen.	Fs.	No.	No.	150	4,000							
St. Bonaventure.	St. Bonaventure's College.	Rev. James Keman.	1859	Col.	Gen.	F.	No.	No.					21,390	525			
Salamanca.	Public School.	Mae Fisher.	1886	Sch.	Gen.	Fs.	No.	No.		7,373	7,000		6,345	123	1		75
Scarsdale.	Lockwood Collegiate School.			Sch.	Gen.	Fs.	No.	No.					6,000				
Schenectady.	Union College.	De Witt Clinton.	1810	Col.	Gen.	Fs., Fr.	No.	No.	654				44,603	954	3	2	1,200

Syracuse.....	Central High School.....	1859	Sch.....	Gen.....	Fs.....	No.....	No.....	7,265	14,000	7,021	249	1	950
Do.....	Syracuse University.....	1872	Univ.....	Gen.....	Fs, Fr.....	No.....	No.....	11,397	78,680	92,000	3,000	14	2,000
Do.....	College of Medicine.....	1873	Univ.....	Med.....	Fs, Fr.....	No.....	No.....	9,200	.....	9,200	1	1	1,900
Tarrytown.....	Washington Irving High School.....	1873	Sch.....	Gen.....	Fs, Fr.....	No.....	No.....	.....	.....	25,533	1,125	.....	.....
Troy.....	Reischner Polytechnic Institute.....	1894	Col.....	Sch.....	Fs, Fr.....	No.....	No.....	791	5,530	10,400	350	2	1,500
Watertown.....	Public High School.....	1870	Sch.....	Gen.....	Fs, Fr.....	No.....	No.....	30,000	9,931	9,931	322	1	550
West Point.....	U. S. Military Academy.....	1802	Col.....	Gen.....	Fs, Fr.....	No.....	No.....	18,000	90,000	90,000	4,153	3	3,000
Yonkers.....	St. Joseph's Seminary.....	1896	Sch.....	Gen.....	Fs.....	No.....	No.....	.....	30,000	30,000	1,500	6	.....
NORTH CAROLINA.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Belmont.....	Belmont Abbey College.....	1878	Col.....	Gen.....	Fs.....	No.....	No.....	.....	.....	30,000	.....	.....	.....
Boone.....	Appalachian Training School.....	1900	Sch.....	Ed.....	Fs, Fr.....	No.....	No.....	150	25	500	200	.....	.....
Chapel Hill.....	University of North Carolina.....	1795	Univ.....	Gen.....	S, Fr.....	Yes	No.....	1,250	19,000	68,500	3,500	12	2,000
Charlotte.....	Biddle University (Carnegie Lib.).....	1897	Univ.....	Gen.....	Fs.....	No.....	No.....	200	.....	10,000	1,000	.....	.....
Davidson.....	Davidson College (Union Lib.).....	1837	Col.....	Gen.....	S, Fr.....	No.....	No.....	321	6,625	23,683	562	1	900
Durham.....	Trinity College.....	1860	Col.....	Gen.....	S, Fr.....	No.....	No.....	588	5,555	44,089	1,051	4	1,200
Elon College.....	Elon College.....	1860	Col.....	Gen.....	S.....	No.....	No.....	200	2,000	8,483	150	1	150
Greensboro.....	State Normal and Industrial College.....	1892	Sch.....	Gen.....	Fs.....	No.....	No.....	500	.....	9,163	701	2	900
Newton.....	Catawba College.....	1851	Col.....	Gen.....	S.....	No.....	No.....	.....	.....	10,000	.....	1	350
Raleigh.....	Meredith College.....	1869	Col.....	Gen.....	S.....	No.....	No.....	.....	.....	8,000	500	1	540
Do.....	St. Augustine's School (Benson Lib.).....	1897	Sch.....	Gen.....	F.....	No.....	No.....	153	2,300	8,408	292	1	30
Do.....	Shaw University.....	1865	Univ.....	Gen.....	Fs.....	No.....	No.....	200	5,000	15,000	400	2	1
Wake Forest.....	Wake Forest College.....	1834	Col.....	Gen.....	Fs, Fr.....	Yes	Yes	500	1,866	19,278	413	3	1,750
West Raleigh.....	State College of Agriculture and Mechanic Arts.....	1869	Col.....	Gen.....	S.....	No.....	No.....	.....	.....	7,068	247	1	750
Winston-Salem.....	Salem Academy and College.....	1816	Col.....	Gen.....	Fs.....	No.....	No.....	300	178	10,000	130	4	.....
NORTH DAKOTA.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural College.....	North Dakota Agricultural College.....	1890	Col.....	Gen.....	F.....	Yes	No.....	13,174	.....	24,070	1,878	3	1,200
Fargo.....	Fargo College.....	.....	Col.....	Gen.....	F.....	Yes	No.....	.....	.....	7,000	600	3	650
Mandan.....	Public School.....	.....	Sch.....	Gen.....	Fs, Fr.....	No.....	No.....	521	1,115	8,378	120	.....	.....
Mayville.....	State Normal School.....	1890	Sch.....	Ed.....	Fs, Fr.....	No.....	No.....	200	.....	5,874	228	2	1,500
University.....	University of North Dakota.....	1893	Univ.....	Gen.....	F.....	Yes	Yes	.....	.....	46,647	3,866	5	1,000
Valley City.....	State Normal School.....	1903	Sch.....	Ed.....	Fs, Fr.....	Yes	No.....	645	8,275	8,560	464	3	1,200

<sup>1</sup> Includes 2 branches.  
<sup>2</sup> Not including 25,300 pamphlets.

<sup>3</sup> Includes 18 departmental libraries.  
<sup>4</sup> Includes 1 branch.  
<sup>5</sup> Includes 8 departmental libraries.

<sup>6</sup> Includes 8 branches.  
<sup>7</sup> Salary of first assistant librarian.  
<sup>8</sup> Includes 3 branches.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO.	Akron.	University of Akron (Bierce Lib.).	1874	Univ.	Gen.	Fs., Fr.	No.	No.					10,000	129	1	1	\$550
	Alliance.	Mount Union College.	1860	Col.	Gen.	F.	No.	No.	300				15,000	960	2		
	Athens.	Ohio University (Carnegie Lib.).	1804	Univ.	Gen.	F.	Yes.	No.	3,500	24,000	3,600		41,000	2,700	3		1,200
	Berea.	Baldwin-Wallace College (Philura Gould Baldwin Memo. Lib.).	1894	Col.	Gen.	S., Fr.	Yes.	No.	300	2,491			10,000	105	2	1	420
	Carthagena.	St. Charles Seminary.	1868	Sch.	Theo.	Fs.	No.	No.					7,000	50			
	Cincinnati.	Hebrew Union College.	1875	Col.	Hist.	F.				8,313			40,000	1,434	4	1	2,700
	Do.	Lane Seminary (Smith Memo. Lib.).	1832	Sch.	Theo.	Fs., Fr.			70	1,000			22,000	100	2		1,50
	Do.	Ohio Mechanics Institute (Timothy C. Day Tech. Lib.).	1828	Sch.	Sch.	Fs., Fr.		No.					8,000	272	1		1,000
	Do.	St. Francis College.		Sch.	Gen.	Fs.	No.	No.	75	3,500			5,000				
	Do.	St. Xavier College.	1840	Col.	Gen.	Fs., Fr.	No.	No.					85,000				
	Do.	University of Cincinnati.	1874	Univ.	Gen.	S., Fr.	Yes.	No.	750	32,337			73,028	2,128	7	1	1,800
	Do.	Cincinnati Law School.	1833	Univ.	Law.	Fs.	No.	No.					12,000	150	2	1	
	Do.	Woodward High School.	1831	Sch.	Gen.	Fs.	No.	No.	1,500	12,000	10,000	17,000	5,200	318	1		500
	Cleveland.	Case School of Applied Science.	1890	Col.	Sch.	Fs.	No.	No.					10,400	500			
	Do.	St. Ignatius College.	1895	Col.	Gen.	Fs.	No.	No.					12,000				
	Do.	St. Mary's Theological Seminary.	1854	Sch.	Theo.	Fs.							10,000				
	Do.	St. Stanislaus Library.		Sch.	Theo.	Fs.							11,000	260			
	Do.	Uraline Academy.		Sch.	Gen.	Fs.							11,387	278			
	Do.	Western Reserve University (Adelbert College).	1820	Univ.	Gen.	F.	Yes.			9,789			79,149	3,447	9		2,000
	Do.	Caroline E. Waters.	1890	Univ.	Gen.	Fs.							10,000		2		900

Do.	1883	Univ.	Law.	Fr.	No.	No.	12,500	1,000	3	1	125
Columbus.	Franklin T. Backus Law Library.	Univ.	Theo.	Fr.	No.	No.	7,500	150			
Do.	Capital University, Semi- nary Library.	Univ.	Theo.	Fr.	No.	No.	125,000	9,200	27		
Do.	Ohio State University.	Univ.	Theo.	Fr.	No.	No.	20,500				
Do.	Pontifical College (Joseph- inum Lib.).	Col.	Theo.	Fr.	No.	No.	102,000	5,510	7	1	1,800
Do.	Public School.	Sch.	Gen.	F.	No.	No.	5,000				
Do.	Starling-Ohio Medical Col- lege.	Col.	Med.	Fr.	No.	No.	9,641	200	1		800
Do.	State School for the Blind.	Sch.	Gen.	Fr.	No.	No.	9,000	30			
Dayton.	Notre Dame Academy.	Sch.	Gen.	Fr.	No.	No.	15,470	300			
Do.	St. Mary's College (Zeller Lib.).	Col.	Gen.	Fr.	No.	No.	67,404	770	2	1	1,800
Defiance.	Defiance College.	Col.	Gen.	Fr.	No.	No.	25,000	120			
Delaware.	Ohio Wesleyan University	Col.	Gen.	Fr.	No.	No.	27,000	110	2		700
Ellenora.	Mount St. Mary's Seminary	Sch.	Theo.	Fr.	No.	No.	9,000	110	1		110
Do.	Kenyon College.	Col.	Theo.	Fr.	No.	No.	35,000	2,000	1		400
Granville.	Baxter Hall Library.	Univ.	Gen.	Fr.	No.	No.	12,000	420	2	1	250
Do.	Denison University.	Univ.	Gen.	Fr.	No.	No.	10,000	600	2		
Hiram.	Hiram College.	Col.	Gen.	Fr.	No.	No.	6,000	100			
Lebanon.	Lebanon University.	Univ.	Gen.	Fr.	No.	No.	60,000	200	5		700
Lockland.	Academy of Mount Notre Dame.	Sch.	Gen.	Fr.	No.	No.	6,000				
Marietta.	Marietta College.	Col.	Gen.	Fr.	No.	No.	6,000	200			
Mount St. Joseph.	Mount St. Joseph Acad- emy.	Sch.	Gen.	Fr.	No.	No.	6,000	100	1		650
New Concord.	Muskingum College.	Col.	Gen.	Fr.	No.	No.	124,700	10,000	16	4	2,500
Nottingham.	Ursuline Academy.	Sch.	Gen.	Fr.	No.	No.	45,000	3,540	9		2,200
Oberlin.	Oberlin College.	Col.	Gen.	Fr.	No.	No.	17,920	710	1		750
Oxford.	Miami University.	Univ.	Gen.	Fr.	No.	No.	12,000	420	2	1	250
Do.	Western College for Wom- en.	Col.	Gen.	Fr.	No.	No.	6,000	100			
Painesville.	Lake Erie College (Mur- ray Lib.).	Col.	Gen.	Fr.	No.	No.	11,700	500	3		850
Piqua.	Schmidtapp Free Public School.	Gen.	Gen.	Fr.	No.	No.	12,000	500	3		720
St. Martin.	Ursuline Academy.	Sch.	Gen.	Fr.	No.	No.	8,000	350	3	1	
Springfield.	Wittenberg College.	Sch.	Gen.	Fr.	No.	No.	6,000	720			500
Do.	Heidelberg University.	Col.	Gen.	Fr.	No.	No.	11,000	800	3		1,300
Toledo.	St. John's University.	Univ.	Gen.	Fr.	No.	No.	9,000	600	2	1	600
Troy.	Free Public School.	Sch.	Gen.	Fr.	No.	No.	18,901	1,167	2		
Urbana.	Urbana University.	Sch.	Gen.	Fr.	No.	No.	12,500	510	2	1	750
Westerville.	Otterbein University.	Univ.	Gen.	Fr.	No.	No.	11,750	810	2	1	600
Wilberforce.	Wilberforce University (Carnegie Lib.).	Univ.	Gen.	Fr.	No.	No.	11,141	251	1	1	
Wooster.	University of Wooster.	Univ.	Gen.	Fr.	No.	No.	35,000	300	4	1	800

<sup>1</sup> Salary of first assistant. <sup>2</sup> Includes 2 branches. <sup>3</sup> Includes 3 branches. <sup>4</sup> Includes 1 branch. <sup>5</sup> Includes 4 branches. <sup>6</sup> Includes 9 branches. <sup>7</sup> Includes pamphlets.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO—contd.																	
Xenia.....	Xenia Theological Seminary.	John E. Wishart.....	1794	Sch....	Theo....	Ps., Fr.	No.	No.					10,000	100	1		\$100
Yellow Springs.....	Antioch College.....	Bessie L. Totten.....	1852	Col....	Gen....	Ps., Fr.	No.	No.	90	3,316			11,000	346	1		175
Youngstown.....	Rayen High School (Margaret Rayen Parmelee Lib.).	Clara B. McNab.....	1900	Sch....	Gen....	Ps., Fr.	No.	No.					40,000	100			
OKLAHOMA.																	
Alva.....	Northwestern State Normal School.	Anna L. Le Crone.....	1890	Sch....	Ed....	F.		No.		4,289		24,278	7,422		1		900
Edmond.....	Central State Normal School.	Ruby Canton.....	1890	Sch....	Ed....	Ps., Fr.							14,110	150	1	1	1,200
Guthrie.....	Methodist University of Oklahoma.	Alice C. Conling.....	1883	Univ....	Gen....	S.	No.	No.		300			5,000	150			
Norman.....	University of Oklahoma.....	Jesse L. Rader.....	1893	Univ....	Gen....	Ps., Fr.	Yes.	No.					21,000	876	5	2	1,300
Sacred Heart.....	Sacred Heart College.....	Rev. M. M. Fuentenberg.	1874	Sch....	Gen....	F.	No.	No.	230	1,487	543		6,424	278			
Sulwater.....	Oklahoma Agric. and Mech. College.	Cora Millmore.....	1890	Col....	Scl....	Ps., Fr.							16,695	835	2		1,000
Tonkawa.....	University Preparatory School.			Sch....	Gen....	Ps.							5,000				
Weatherford.....	Southwestern State Normal School.	Margaret W. Quigley.	1904	Sch....	Ed....	F.	Yes.	No.		13,000	900		8,000	1,600	1		1,000
OREGON.																	
Corvallis.....	Oregon Agricultural College.	Mrs. Ida A. Kidder.....	1887	Col....	Scl....	Ps., Fr.				12,970			16,616	4,433	6	1	1,600
Eugene.....	University of Oregon.....	M. H. Douglas.....	1876	Univ....	Gen....	F.	Yes.		1,016	7,860			43,604	4,831	5		2,100
Forest Grove.....	Pacific University.....	Martina E. Spafford.....	1890	Univ....	Gen....	Ps., Fr.	Yes.	No.					15,000	983	2		900
Mount Angel.....	Mount Angel College and Seminary.	P. Bernard Murphy.....	1887	Sch....	Gen....	Ps., Fr.							11,000	200			



TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building, force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
Lincoln University, city, Lititz.	Lincoln University (Vail Memo. Lib.), Linden Hall Seminary.	James Carter.	1854	Univ.	Gen.	Fs.	No.	No.					10,803	734	\$4		
Lock Haven.	Central State Normal School.	Constance B. Hamilton.	1746	Sch.	Ed.	Fs., Fr.	No.	No.	75				5,500	300	1		\$450
Mansfield.	State Normal School.	Octavia Sparks.	1862	Sch.	Ed.	Fs., Fr.	Yes.	No.					6,000	812	2		400
Meadville.	Allegheny College.	Edith Rowley.	1823	Col.	Gen.	Fs.	Yes.	No.	288	4,227			38,600	1,467	1		700
Do.	Meadville Theological School.	Walter C. Green.	1844	Sch.	Theo.	Fs.	Yes.	No.					35,000				
Millersville.	State Normal School.	Helen A. Ganser.	1858	Sch.	Ed.	Fr.	No.	No.	250	5,630			16,639	549			95
Myerstown.	Albright College.	Margaret E. Mitchell.	1858	Col.	Gen.	Fs.	No.	No.	250	2,800			6,045	60	1		700
New Wilmington.	Westminster College.	Rev. Martin G. Hepler.	1890	Col.	Gen.	Fs., Fr.	No.	No.					10,500	245	3		
North East.	St. Mary's College.	Rev. Martin G. Hepler.	1881	Sch.	Gen.	Fs.	No.	No.					16,500				
Ogontz School.	Ogontz School.	Mrs. H. E. F. Grant.	1850	Sch.	Gen.	Fs.	No.	No.					8,000	213			
Philadelphia (Torresdale).	Academy of the Sacred Heart (Eden Hall Lib. Board of Education (Pedagogical Lib.). <sup>a</sup>	Ellen C. Green.	1847	Sch.	Gen.	Fs.	No.	No.					5,000				
Philadelphia.	Board of Education (Pedagogical Lib.). <sup>a</sup>	Ada F. Liveright.	1883	Sch. s.	Ed.	Fs., Fr.	Yes.	Yes.		7,730	661		13,267	1,132	1	1	1,200
Do.	Drexel Institute.	Corinne Bacon.	1892	Sch.	Gen.	F.	No.	No.		8,990			40,000	700	6		1,600
Do.	Girard College.	Mary Mecutchen.	1848	Sch.	Gen.	Fs.	No.	No.	406	12,055	2,236		18,520	571	1	1	850
Do.	Hahnemann Medical College and Hospital.	Thomas L. Bradford.	1848	Col.	Med.	Fs., Fr.	No.	No.					15,250	300	1	1	100
Do.	Jefferson Medical College.	Charles Frankenberg.	1808	Col.	Med.	Fs.	No.	No.	473				5,327	260	1		900
Philadelphia (Mount Airy).	Lutheran Theol. Seminary (Kroth Memorial Lib.).	Rev. Luther D. Reed.	1867	Sch.	Theo.	F.	Yes.	No.					25,000	305	3	2	1,060
Do.	Pennsylvania Institution for the Deaf and Dumb.	Martha C. Bell.		Sch.	Gen.	Fs.	No.	No.					5,000	250			

City	College	Faculty	Col.	Sci.	Fr.	No.	No.	No.	1,000	12,000	200	1	75
Philadelphia	Philadelphia College of Pharmacy.	Katherine E. Nagle.	1821	Sci.	Fr.	No.	No.	No.	1,000	12,000	200	1	75
Do.	Philadelphia Divinity School (William Bacon Stevens Lib.).	L. M. Robinson.	1862	Sch.	Fr.	No.	No.	No.	20,000	1,200	1,200	1	1,200
Do.	Roman Catholic High School.	William J. Lawless.	1890	Sch.	Fr.	No.	No.	No.	5,000	280	280	1	280
Philadelphia	St. Joseph's College.	B. J. Smith.	1850	Sch.	S., Fr.	No.	No.	No.	80,000	2,000	2,000	1	2,000
Philadelphia	St. Vincent's Seminary.	Anna E. Lindsay.	1867	Sch.	Fr.	No.	No.	No.	16,200	275	275	1	275
Philadelphia	Teachers' Institute of Philadelphia.	A. E. McKimley.	1868	Sch. s.	S., Fr.	No.	No.	No.	20,764	515	515	3	1,350
Do.	Temple University.	Morris Jastrow, jr.	1892	Univ.	Fr.	No.	No.	No.	9,200	200	200	1	200
Do.	University of Pennsylvania.	Margaret C. Klingel-smith.	1740	Univ.	Fr.	No.	No.	No.	395,000	17,508	17,508	1	17,508
Do.	Biddle Law Lib.	Mrs. D. O. Dabell.	1868	Univ.	Fr.	No.	No.	No.	51,500	2,089	2,089	10	2,089
Pittsburgh (north side)	Allegheny High School.	Agnes D. Mac Don-ald.	1825	Sch.	Fr.	No.	No.	No.	10,000	105	105	1	1,500
Pittsburgh (N. Diamond Sta.)	Pittsburgh Theological Seminary.	Catherine J. Elison.	1825	Sch.	Fr.	No.	No.	No.	16,500	101	101	1	300
Pittsburgh	University of Pittsburgh.	David E. Culley.	1825	Univ.	Fr.	No.	No.	No.	15,000	1,059	1,059	1	1,059
Pittsburgh (north side)	Western Theological Sem-inary.	Florence B. Bethan-iani.	1867	Sch.	Fr.	No.	No.	No.	35,000	240	240	3	1
Pittsburgh	High School for Girls.	Sister M. Bead.	1902	Sch.	S.	No.	No.	No.	7,236	92	92	2	92
Scranton	Mount St. Mary's Semi-nary.	Frank P. Manhart.	1838	Sch.	Fr.	No.	No.	No.	5,900	100	100	2	100
Selinsgrove.	Susquehanna University.	John J. Cuff.	1897	Univ.	Fr.	Yes.	Yes.	Yes.	13,000	700	700	1	1,190
Shenandoah.	Cumberland Valley State Normal School.	Ida B. Quigley.	1874	Sch.	Fr.	Yes.	Yes.	Yes.	6,800	29	29	5	1
Shippensburg	State Normal School.	Mabel F. McCarnes.	1890	Sch.	Fr.	No.	No.	No.	6,200	171	171	2	550
Slippery Rock.	Lehigh Normal University.	John L. Stewart.	1877	Univ.	Fr.	No.	No.	No.	5,598	399	399	2	900
South Bethlehem	Pennsylvania State Col-lege (Carnegie Lib.).	Erwin W. Runkle.	1855	Col.	S., Fr.	Yes.	Yes.	Yes.	180,000	14,282	14,282	1	1,280
State College.	Swarthmore College.	John R. Hayes.	1869	Col.	Fr.	No.	No.	No.	50,160	4,000	4,000	5	1
Washington.	Washington and Jefferson College (Memorial Lib.).	Fanny E. Lowe.	1787	Col.	Fr.	Yes.	Yes.	Yes.	30,000	2,000	2,000	2	1,650
Waynesburg.	Waynesburg College.	Mary E. Dismore.	1890	Col.	Fr.	No.	No.	No.	23,710	931	931	7	2,700
West Chester.	State Normal School.	Alce Cochran.	1871	Sch.	Fr.	Yes.	Yes.	Yes.	9,000	300	300	1	400
Westtown.	Westtown Boarding School.	Mary Ward.	1799	Sch.	Fr.	No.	No.	No.	16,520	475	475	2	600
Wilkes-Barre.	Wyoming Seminary (Ben-net Lib.).	Catherine Glavin.	1844	Sch.	Fr.	No.	No.	No.	7,710	154	154	2	300

**Includes 1 branch.**

**Includes 2 branches.**

**Includes 7 branches.**

**'Salary of first assistant.**

**\* Includes 14 branches.**

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of sections of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
RHODE ISLAND.	Kingston.....	Gladys E. Burlingame.	1890	Col.....	Sch.....	F.	Yes.	Yes.	300				19,210	\$55	5	2	\$800
	Newport.....	Josephine R. Balch.	1896	Sch.....	Gen.....	Fs.	No.	No.		1,208			9,000	50	1		500
	Do.....	Wm. D. Goddard.	1885	Sch.....	Sch.....	Fs.	No.	No.		6,448			8,000	410			
	Providence.....	Harry L. Koopman.	1707	Univ.....	Gen.....	Fs., Fr.	No.	No.	1,000				200,000	6,500	8	2	3,250
	Do.....	George P. Winship.	1860	Univ.....	Hist.....	Fr.	No.	No.					25,000	600	3	2	3,000
SOUTH CAROLINA.	Do.....	John Carter Brown Lib.	1819	Sch.....	Gen.....	Fs.	No.	No.					10,000	65			
	Do.....	Moses Brown School.	1819	Sch.....	Gen.....	Fs.	No.	No.					18,500	1,019	2		1,000
	Do.....	State Normal School.	1871	Sch.....	Ed.....	Fr.			25,125								
	Charleston.....	Inez B. Perry.....	1842	Col.....	Gen.....	Fs.	No.	No.	150				6,000	100	1	1	270
	Do.....	Frances Jervey.....	1785	Col.....	Gen.....	Fs.	No.	No.	100				19,000	379	1		150
Clemson College.	Do.....	K. B. Trescot.....	1893	Col.....	Gen.....	Fs., Fr.	Yes.	No.	900	8,000	500		21,300	1,000	2	1	700
	Clinton.....	Wm. P. Jacobs.....	1875	Sch.....	Gen.....	Fs., Fr.	No.	No.	281	3,200	1,200		10,000	432	1		500
	Columbia.....	M. Virginia Ashton.	1871	Col.....	Gen.....	Fa.	No.	No.		357			7,000	18			
	Do.....	Columbia Theological Seminary (Smythe Lib.).	1850	Sch.....	Theo.....	Fs.	No.	No.					24,000	65	2		150
	Do.....	University of South Carolina. <sup>4</sup>	1802	Univ.....	Gen.....	Fs., Fr.	No.	No.		9,450			42,000	1,000	3	1	1,700
Due West.	Do.....	Robert M. Kennedy.	1900	Col.....	Gen.....	S.	No.	No.	300	1,170			5,000		1		
	Greenville.....	Alberta Malone.	1900	Univ.....	Gen.....	S.	No.	No.				292	6,000	400	1	1	600
	Greenwood.....	Mary Player.....	1872	Col.....	Gen.....	S., Fr.	No.	No.					5,500	37	2		60
	Newberry.....	Mrs. R. P. Holland.	1878	Col.....	Gen.....	Fs., Fr.	No.	No.	250	1,500			12,000	50	1		90
	Orangeburg.....	L. M. Duntun.....	1888	Univ.....	Gen.....	Fs., Fr.	Yes.	No.					5,000	100	1		200
Rock Hill.	Do.....	Winthrop Normal and Industrial College (Carnegie Lib.).	1895	Sch.....	Gen.....	Fs., Fr.	No.	Yes.	879	14,207			15,641	1,240	3	1	1,200
	Spartanburg.....	Mary S. Du Pre.....	1884	Col.....	Gen.....	Fa., Fr.	No.	No.	550			13,000	21,156	400	1		400

SOUTH DAKOTA.									
Aberdeen.....	Northern Normal and Industrial School.	Allice R. King.....	Sch.....	Ed.....	Fr., Fr.	No..	No..	6,170	350
Brookings.....	South Dakota State College.	Wm. H. Powers.....	Col.....	Gen.....	Fr., Fr.	500	2	17,000	1,277
Deerwood.....	Public School.....	Elia McIntire.....	Sch.....	Gen.....	Fr.	No..	200	5,000	200
Huron.....	Huron College.....	Lucy E. Thatcher.....	Col.....	Gen.....	Fr.	No..	1	7,800	416
Lead.....	State Normal School.....	Mrs. L. M. Tolles.....	Sch.....	Ed.....	Fr.	3,667	1,777	8,714	450
Medison.....	Dakota Wesleyan University.	Edia Laursen.....	Col.....	Gen.....	Fr., Fr.	No..	2	7,500	200
Mitchell.....	Redfield College.....	Cornelius Richert.....	Col.....	Gen.....	Fr., Fr.	No..	3	8,300	562
Redfield.....	State Normal School.....	Milanna Rowe.....	Sch.....	Ed.....	Fr.	No..	3	8,640	344
Vermilion.....	University of South Dakota.	Mabel K. Richardson.....	Univ.....	Gen.....	Fr.	Yes.	6	23,000	4,000
Yankton.....	Yankton College.....	Helen E. Miner.....	Col.....	Gen.....	Fr.	No..	6	8,500	350
TENNESSEE.									
Athens.....	Athens School, Foster Lib. (Univ. of Chattanooga).	E. C. Ferguson.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	8,000	50
Bell Buckle.....	Webb School.....	John M. Webb.....	Sch.....	Gen.....	Fr., Fr.	No..	No..	7,500	50
Bristol.....	King College.....	King A. Hays.....	Sch.....	Gen.....	Fr., Fr.	No..	No..	5,000	50
Chattanooga.....	University of Chattanooga.....	Mildred Hays.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	10,950	200
Clarksville.....	Southwestern Presbyterian University.	Chas. Wm. Sommerville.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	15,000	500
Cumberland Gap.....	Lincoln Memorial Library.	Gerakline Prouty.....	Univ.....	Gen.....	Fr., Fr.	Yes.	Yes.	5,000	500
Greensville.....	Tusculum College.....	Mary A. Taylor.....	Col.....	Gen.....	Fr., Fr.	No..	No..	9,000	500
Jackson.....	Union University.....	Glady D. Jones.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	12,000	1
Knoxville.....	University of Tennessee.....	Lucy E. Fay.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	31,500	1,500
Lebanon.....	Cumberland University.....	Mrs. Lydia P. Snodgrass.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	15,000	500
Maryville.....	Maryville College (Lamar Mo. Lib.).	Brother Mark.....	Col.....	Gen.....	Fr., Fr.	No..	No..	14,000	500
Memphis.....	Christian Brothers College.	Katharine M. Martin.....	Col.....	Gen.....	Fr., Fr.	No..	No..	8,621	150
Milledge College.....	Fisk University (Carnegie Lib.).	Lizzie Bloomstein.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	7,000	150
Nashville.....	George Peabody College for Teachers.	Sister Angela.....	Col.....	Gen.....	Fr., Fr.	No..	No..	10,000	277
Do.....	St. Cecilia Library.....	Dora L. Sanders.....	Sch.....	Gen.....	Fr., Fr.	No..	No..	30,000	500
Do.....	Vanderbilt University.....	Grace Irvine.....	Univ.....	Gen.....	Fr., Fr.	No..	No..	5,000	500
Do.....	University of the South.....	Mrs. Esther H. Shoup.....	Univ.....	Gen.....	Fr., Fr.	Yes.	Yes.	28,000	2,000
Do.....	Simmons College.....	Rea Breedlove.....	Col.....	Gen.....	Fr., Fr.	No..	No..	8,000	800
Do.....	State School for the Blind.....	Mrs. June Agee.....	Sch.....	Gen.....	Fr., Fr.	No..	No..	34,000	800
Do.....	University of Texas.....	John E. Goodwin.....	Univ.....	Gen.....	Fr., Fr.	Yes.	Yes.	5,500	500
TEXAS.									
Abilene.....	Abilene College.....	Rea Breedlove.....	Col.....	Gen.....	Fr., Fr.	No..	No..	5,500	500
Austin.....	State School for the Blind.....	Mrs. June Agee.....	Sch.....	Gen.....	Fr., Fr.	No..	No..	6,000	100
Do.....	University of Texas.....	John E. Goodwin.....	Univ.....	Gen.....	Fr., Fr.	Yes.	Yes.	91,074	8,000

\* Includes 7 departmental libraries.

\* Includes 3 branches.

\* Salary of first assistant.

\* Includes 3 departmental libraries.

\* Includes 12 departmental libraries.

\* Includes 5 departmental libraries.

\* Includes 1 branch.

\* Includes 20 departmental libraries.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1915—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, free to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEXAS—Contd.																	
Beaumont.....	Public High School.....	Sara Williford.....	1893	Sch.....	Gen.....	Pa., Fr.	No.	No.					4,526	175	7		\$225
Cleburne.....	Public School.....	Meta Dalton.....		Sch.....	Gen.....	F.	No.	Yes.		5,000			5,500	200	1		1,150
Commerce.....	East Texas Normal College.....	C. M. Moore.....	1889	Sch.....	Ed.....	F.	Yes.	No.	300				12,300	300	2	1	1,200
Denton.....	North Texas State Normal College.....	Mrs. Pearl C. McCracken.....	1901	Sch.....	Ed.....	Pa.	No.	No.	900	4,000			19,300	115	1		
Galveston.....	St. Mary's University.....	Rev. Theophilus de Beaumont.....	1884	Sch.....	Gen.....	Pa.	No.	No.					18,000	50			
Do.....	University of Texas (Medical Dept.).....	Ethel L. Hibbs.....	1900	Univ.....	Med.....	Pa., Fr.	No.	No.		1,176			8,300	284	1		1,200
Georgetown.....	Southwestern University.....	Mrs. Margaret McKendall.....	1873	Univ.....	Gen.....	S., Fr.	Yes.	No.		21,700			22,000	1,147	2		675
Huntsville.....	Sam Houston Normal Institute (Peabody Memo. Lib.).....	Mary Smither.....	1879	Sch.....	Gen.....	Pa., Fr.			801	7,506			15,738	466	1	1	1,200
Marshall.....	Bishop College.....	Ormie McGillivray.....	1881	Sch.....	Gen.....	Pa., Fr.	No.	No.					5,000	30	1		
Do.....	Wilkey University (Carlingo Lib.).....	J. B. Randolph.....	1907	Sch.....	Gen.....	Pa., Fr.	No.	No.					9,000	100		1	
San Marcos.....	Southwestern Texas State Normal School.....	Mrs. Lucy Burleson.....	1903	Sch.....	Ed.....	Pa.	No.	No.	621				5,378	800	1		1,200
Waco.....	Baylor University.....	Mrs. Edgar Witt.....	1900	Univ.....	Gen.....	S., Fr.	Yes.	Yes.	900				27,000	2,000	2		900
Waxahatche.....	Trinity University.....	Howell T. Livingston.....	1869	Univ.....	Gen.....	S.	No.	No.	3,000				5,800	500	1		500
UTAH.																	
Logan.....	Brigham Young College.....	Mary Sorenson.....	1878	Sch.....	Gen.....	F.	Yes.	Yes.		5,922	1,433		8,267	322	1		725
Do.....	Utah Agricultural College.....	Elizabeth C. Smith.....	1880	Col.....	Sch.....	F.	Yes.	Yes.					25,000	3,736	3		1,400
Provo.....	Brigham Young University.....	Annie L. Gillespie.....	1876	Sch.....	Gen.....	Pa., Fr.							11,526	270	3	1	750
Salt Lake City.....	Latter-Day Saints' University.....	Lulu Carpenter.....	1883	Sch.....	Gen.....	Pa.	No.	No.					5,976		2		900
Do.....	University of Utah.....	Ethel Nelson.....	1869	Univ.....	Gen.....	Pa., Fr.	Yes.		20,000				37,267	2,032	4		1,500

VERMONT.														
Burlington.....	University of Vermont (Billings Lib.).	Helen B. Shattuck..	1791	Univ.	Gen.	S., Fr.	Yes.	Yes.	8,510	88,673	2,802	6	1	1,500
Johnson.....	State Normal School.	Elsie M. Stearns....	1875	Sch.	Ed.	Fr., Fr.	No.	No.	.....	6,000	400	1	1	.....
Middlebury.....	Middlebury College (Eg- bert Starr Lib.).	Laila A. McNeil....	1900	Col.	Gen.	Fr., Fr.	Yes.	Yes.	450	6,411	.....	2	.....	1,200
Northfield.....	Norwich University (Car- negie Lib.).	Helen A. Crampton..	1919	Col.	Gen.	F.	No.	No.	.....	5,000	413	2	1	700
Randolph Center.	State School of Agriculture.	Arthur M. Butler....	1910	Sch.	Gen.	Fr., Fr.	Yes.	No.	.....	5,000	25	1	.....	.....
VIRGINIA.														
Ashland.....	Randolph-Macon College.	C. E. Hartsook.....	1852	Col.	Gen.	Fr., Fr.	Yes.	No.	.....	15,000	300	3	1	750
Blacksburg.....	Virginia Polytechnic In- stitute.	Eleanor I. Jones....	1873	Col.	Gen.	S., Fr.	Yes.	Yes.	4,538	.....	21,950	880	3	.....
Bridgewater.....	Bridgewater College.....	John S. Flory, acting	1890	Col.	Gen.	Fr., Fr.	No.	No.	.....	46	9,996	231	2	1
Charlottesville.....	University of Virginia.....	John R. Patton.....	1925	Univ.	Gen.	Fr., Fr.	S.	No.	10,401	.....	80,000	.....	2	1
Do.....	Law Library.....	Kate R. Lipop.....	1926	Univ.	Law	Gen.	No.	No.	.....	.....	13,000	1,000	2	1
Emory.....	Emory and Henry College.	Raymond Bellamy..	1938	Col.	Gen.	S.	S.	No.	.....	.....	11,000	.....	2	.....
Farmville.....	State Female Normal School.	Lottie C. Carrington.	1900	Sch.	Ed.	Fr.	.....	590	5,038	39,571	304	3	1	800
Fortress Monroe.	Coast Artillery School.....	James M. Williams..	1924	Sch.	Sch.	Fr., Fr.	No.	No.	.....	26,974	1,094	4	1	150
Hampden-Sidney	Hampden-Sidney College.	Ashton W. McWhor- ter.	1776	Col.	Gen.	S., Fr.	No.	No.	.....	18,000	150	1	1	150
Hampton Insti- tute.....	Hampton Normal and Agricultural Institute (C. P. Huntington Memo Lib.).	Leonora E. Harron..	1868	Sch.	Gen.	F.	Yes.	Yes.	1,153	15,614	62,166	1,743	5	4
Hollins.....	Hollins College (Charles L. Cocke Memo Lib.).	Marian S. Bayne....	1862	Col.	Gen.	Fr.	No.	No.	300	.....	700	3	2	.....
Lexington.....	Virginia Military Institute.	Nellie T. Gibbs.....	1939	Col.	Gen.	S., Fr.	No.	No.	2,620	.....	639	2	2	500
Do.....	Washington and Lee Uni- versity.	Anne R. White.....	1900	Univ.	Gen.	Fr., Fr.	S.	No.	700	3,000	1,200	5	2	750
Lynchburg.....	Randolph-Macon Woman's College (Jones Memo. Lib.).	Lella G. Forbes.....	1906	Col.	Gen.	Fr.	.....	.....	.....	12,000	1,200	1	.....	900
Richmond.....	Medical College of Virginia.	.....	.....	Col.	Med.	Fr., Fr.	No.	No.	.....	5,000	.....	1	.....	.....
Do.....	Richmond College.....	Charles H. Ryland... Thomas C. Johnson..	1832	Col.	Gen.	Fr., Fr.	No.	No.	.....	25,000	300	3	.....	1,500
Do.....	Union Theological Semi- nary (Spence Lib.).	.....	1812	Sch.	Theo.	Fr., Fr.	Yes.	No.	3,000	.....	1,366	9	.....	100
Do.....	Virginia Union University.	Cornelius E. Schal- ble	1867	Univ.	Theo.	S., Fr.	No.	No.	.....	12,100	.....	.....	.....	.....
Salem.....	Roanoke College.....	W. F. Morehead.....	1853	Col.	Gen.	S., Fr.	S.	No.	208	.....	350	1	.....	1,500
Theological Semi- nary.....	Theological Seminary.....	Miss M. B. Worth- ington	1821	Sch.	Theo.	Fr., Fr.	No.	No.	.....	36,000	200	1	.....	500
Williamsburg.....	College of William and Mary.	Emily P. Christian..	1693	Col.	Gen.	Fr., Fr.	No.	No.	.....	17,000	.....	2	1	540

\* Includes 1 branch.

\* Includes 7 departmental libraries.

\* Includes 3 departmental libraries.

\* Salary of first assistant.

TABLE 37.—Statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Location.	Name of library.	Librarian.	Date of founding.	Controlled by—	Classification.	Free, subscription, or loan to students or for reference.	Distribution of books outside of city.	Distribution of library to schools.	Borrowers' cards in force.	Books issued for home use.	Books issued for juvenile use.	Visitors to reading room during year.	Bound volumes in the library.	Volumes added during year.	Paid library employees.	Building force, janitors, etc.	Salary of librarian.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>WASHINGTON.</b>																	
Arlington.	Public School.	Constance Marsh.	1900	Sch.	Gen.	F.	Yes.	Yes.	820	1,000			12,000	600	\$1.		\$300
Bellingham.	State Normal School.	Mabel Z. Wilson.	1899	Sch.	Ed.	S. Fr.	No.	No.	1,054				12,500	900	2		1,640
Chehalis.	City School.	Laura Rhoads.	1910	Sch.	Gen.	Fs. Fr.	No.	No.	203				6,200	1,200			
Ellensburg.	State Normal School.	Rebecca B. Rankin.	1900	Sch.	Ed.	Fs. Fr.	No.	No.					8,000	400	2		1,200
Lacey.	St. Martin's College.	Bernard Neary.	1895	Sch.	Gen.	Fs. Fr.	No.	No.	300		100		10,000	400			360
Pullman.	Washington State College.	Albert S. Wilson.	1900	Col.	Gen.	Fs. Fr.	No.	No.		16,493			37,088	3,200	8		2,000
Seattle.	Broadway High School.	Ella J. Caughey.	1898	Sch.	Gen.	Fs. Fr.	No.	No.					6,000	300	1		1,560
Do.	University of Washington.	Wm. E. Henry.	1892	Univ.	Gen.	Fs. Fr.	No.	No.	1,400	17,843			53,491	4,243	9		2,800
Spokane.	Gonzaga University.	Rev. Francis J. Adams.	1887	Univ.	Gen.	S.	No.	No.					8,879	350			
Tacoma.	Stadium High School.	Emily A. Coleman.	1896	Sch.	Gen.	Fs.	No.	No.					7,465	313	1		60
Do.	Whitworth College (Mason Lib.).		1900	Col.	Gen.	F.	Yes.	No.					5,000				
Walla Walla.	Whitman College.	Edward E. Ruby, acting.	1893	Col.	Gen.	F.	Yes.	Yes.					22,622	2,483	6		\$1,045
<b>WEST VIRGINIA.</b>																	
Buckhannon.	Wesleyan College.	Cecelia Alexander.	1890	Col.	Gen.	Fs. Fr.	Yes.	No.	200				8,000	100	1		300
Harpers Ferry.	Storer College (Roger Williams Lib.).	Mary M. Peyton.	1867	Sch.	Gen.	Fs.		No.				200	6,000				
Huntington.	Marshall College.	Elizabeth F. Myers.	1898	Sch.	Gen.	F.	Yes.	No.	1,000	20,000			7,500	500	1	1	800
Morgantown.	West Virginia University.	L. D. Arnett.	1868	Univ.	Gen.	F.	Yes.	No.	12,000			5,000	46,500	1,308	8		1,700
Do.	Law Library.	Katherine C. Hedrick.	1900	Univ.	Law	Fr.	Yes.	No.					5,369	100	2		750
Shepherdstown.	Shepherd College.	Mrs. Mabel H. Gardner.	1872	Sch.	Gen.	F.	Yes.	No.	200				5,635	359	4		
Wheeling.	Mount de Chantal Academy.		1848	Sch.	Gen.	Fs.	No.	No.		350	125	100	10,000	200			
<b>WISCONSIN.</b>																	
Appleton.	Lawrence College (Samuel Appleton Lib.).	Zella A. Smith.	1850	Col.	Gen.	F.				3,905		21,608	20,268	1,238	5		600
Ashland.	Norland College.		1892	Sch.	Gen.	Fs.	No.	No.	120				7,000		1		100
Beloit.	Beloit College.	John P. Deane.	1847	Col.	Gen.	F.	Yes.	No.	10,130				51,400	2,178	6	1	
Hillsdale.	Hillsdale Home School.	Ellen C. L. Jones.	1887	Sch.	Gen.	F.	Yes.	No.	70	1,000	500		8,000	200			

Kenosha.	Kenper Hall	Sister Mary Adelaide	Sch.	Gen.	Fs.	No.			8,000	275	
Madison.	University of Wisconsin.	Walter M. Smith.	1850	Univ.	F.	No.			210,000	1,000	4
Do.	Law School.	Mrs. M. Briggs.	1882	Univ.	F.	No.			19,600	400	1
Do.	Library School.	Mary F. Carpenter.	1900	Univ.	Fs., Fr.	No.			5,032	1,075	2
Menomonee.	Stout Institute.	Mrs. Katherine A. Hahn.		Sch.	S.	No.			6,000		810
Milton.	Milton College.	Mabel Maxson.	1868	Col.	F.	Yes.	300		9,330	367	5
Milwaukee.	Concordia College (Teachers' and Students' Lib.).	Otto F. Hausstaedt.	1882	Col.	S., Fr.	No.			6,556	185	
Do.	Milwaukee-Dowager College (Elizabeth L. Green Memo. Lib.).	Margaret Reynolds.	1904	Col.	Fs., Fr.	Yes.			11,330	364	
Do.	National German-American Teachers' Seminary and German-English Academy.	Carl Schaueremann.	1878	Sch.	Fs.	No.			8,800		
Do.	State Normal School.	Delia G. Ovlitz.	1885	Sch.	S.	No.			18,922	1,525	3
Do.	West Division High School.		1894	Sch.	Fs.	No.			5,665	500	
Monroe.	Arabut Ludlow Memorial Library.	Katherine Smock.	1876	Sch.	F.	Yes.	2,512	30,137	8,344	509	2
Nashotah.	Nashotah House Library.	J. B. Haslam.	1847	Sch.	Gen.	No.			18,000	100	
Oconomowoc.	Public School.	Mabel M. Weber.	1902	Sch.	Fs., Fr.	No.			5,000		1
Oshkosh.	State Normal School.	Louise F. Enckling.	1869	Sch.	Fs., Fr.	No.			16,283	892	3
Platteville.	do.	Bee A. Gardner.	1866	Sch.	Fs.	No.			9,145	450	2
Plymouth (R. F. D. 29).	Mission House Library.	John W. Grosshuesch.	1892	Col.	Fs., Fr.	Yes.	104		16,600	109	
Prairie du Chien.	Sacred Heart College.	Rev. James A. Kleist.	1881	Sch.	Fs., Fr.	No.			13,800	500	
Racine.	Racine College School.	W. F. Shero.	1853	Sch.	Fs.	No.			5,000	20	
Ripon.	Ripon College.	William E. Jillson.	1851	Col.	F.	Yes.	283		21,000	500	6
River Falls.	State Normal School.	Lovilla M. Mosher.	1875	Sch.	Fs., Fr.	No.		30,000	8,200	600	2
St. Francis.	Catholic Normal School and Pio Nono College.	Rev. O. Ziegler.	1871	Sch.	Fs., Fr.	No.		450	6,480	30	
Do.	Salzmann Library.	Chas. P. Bruehl.	1865	Sch.	Fs.	No.			17,000	500	
Sheboygan.	Public School.	Mary C. Heronimus.	1860	Sch.	Fs., Fr.	Yes.	553		8,864	200	1
Sinsinawa.	Saint Thomas Aquinas Library.	Sister Mary J. Cavanaugh.	1885	Sch.	Fs.	No.			6,500	250	
Stevens Point.	State Normal School.	Mrs. F. G. Short.	1884	Sch.	Fs.	No.		17,270	11,747	280	2
Superior.	do.	Harriet L. Eaton.	1896	Sch.	S.	No.			10,000	450	2
Watertown.	Northwestern College.	J. H. Ott.	1865	Col.	Fs., Fr.	No.		1,538	9,419	203	
Waukegan.	Carroll College (Voorhees Lib.).	Amanda M. Flattery.		Col.	F.	No.			7,800	509	1
Do.	Public High School.	Agnes Bowe.		Sch.	Fs.	No.			6,000	500	1
Wauwatosa.	Lutheran Theological Seminary.	John Ph. Kochler.	1878	Sch.	F.	Yes.	800		6,000		
Whitewater.	State Normal School.		1898	Sch.	Fs.	No.		24,530	10,998	641	2
WYOMING.											
Laramie.	University of Wyoming.	Grace R. Hebard.	1887	Univ.	F.	Yes.	400	100	32,000	2,000	4

\* Including agricultural and astronomical libraries.

\* Salary of first assistant.

\* Includes 5 branches.

\* Includes 2 branches.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913.

[Abbreviations.—O., owned; R., rented; F., furnished free.]

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
ALABAMA.																		
Alabama Polytechnic Institute, Auburn.		O.	\$30,000					\$3,863 325			\$3,863 325		\$50		\$10	\$2,050 241	\$1,813	\$3,863 301
Birmingham College, Birmingham.		F.																
Southern Industrial Institute, Camp Hill.		F.			No.													
State Normal School, Florence.		F.			No.		\$774				774	\$74	100					774
Southern University, Greensboro.		F.																
Academy of the Visitation, Mobile.		F.																
Alabama Girls Technical Institute, Montevallo.		F.						2,050			2,050	1,000	(1)	\$30		1,020		2,050
State A. and M. College (Carnegie Lib.), Normal.		O.	12,000	\$12,500	No.													
St. Bernard College, St. Bernard.		F.								\$175	175	100	30					130
Spring Hill College, Spring Hill.																		
Talladega College (Carnegie Lib.), Talladega.	\$613	O.	15,000		No.			625	\$25	218	868	26	21	20	250	468	74	868
Tuskegee Institute (Carnegie Lib.), Tuskegee.		O.	20,000	25,000	No.			3,025			3,025	200	125			2,700		3,025
University of Alabama, University.		O.	20,000	15,000				3,000			3,000	1,200	175	55		1,520	50	3,000
ARIZONA.																		
Tempe Normal School of Arizona, Tempe.		F.						2,713 6,485			2,713 6,485	1,200 2,765	225 600	54 700		1,200 2,400		2,713 6,485
University of Arizona, Tucson.		O.	32,000															

ARKANSAS.									
Ouzachita College, Arkadelphia.....	F.	13,000						800	800
Arkansas College, Batesville.....	F.	500						133	133
Hendrix College, Conway.....	F.	102,380						180	23
University of Arkansas, Fayetteville.....	F.							900	1,840
CALIFORNIA.									
Boone's University School, Berkeley.....	F.								370
Pacific Theological Seminary, Berkeley.....	F.								810
Isidore, Berkeley.....	F.	500							2,287
University of California, Berkeley.....	O.	102,380							76,100
Bancroft Library.....	F.								
St. Matthew's School, Burlingame.....	F.								
District School, Chico.....	F.	42,400							400
State Normal School, Chico.....	F.								2,085
Pomona College, Claremont.....	O.	50,000							5,870
Public School, Grass Valley.....	F.								22
City School, Long Beach.....	F.								4,913
Polytechnic High School, Long Beach.....	F.								1,724
City School, Los Angeles.....	F.								
Immaculate Heart College, Los Angeles.....	F.								
Los Angeles County Teachers' Library, Los Angeles.....	F.								
Manual Arts High School, Los Angeles.....	F.								100
Occidental College, Los Angeles.....	O.	25,000							2,660
Polytechnic High School, Los Angeles.....	F.								2,340
Public High School, Los Angeles.....	F.								3,365
State Normal School, Los Angeles.....	F.								3,726
University of S. California, College of Liberal Arts, Los Angeles.....	F.	10,000							5,450
College of Law.....	F.								5,687
St. Patrick's Seminary, Menlo Park.....	F.								2,010
Mills College (Margaret Carnegie Lib.), Mills College.....	F.								
Lick Observatory (Univ. of Calif.), Mount Hamilton.....	O.	20,000							2,380
Public High School, Oakland.....	F.								375
St. Mary's College, Oakland.....	F.								800
Chadsey Union High School, Ontario.....	F.	80,000							413
Public School, Ontario.....	F.								2,460
School of Antiquity, Point Loma.....	F.								350
San Francisco Theological Seminary, San Anselmo.....	F.	1,000							403
Public High School, San Diego.....	F.								2,985
State Normal School, San Diego.....	F.								2,510
Church Divinity School of the Pacific, San Francisco.....	F.								

1 Included in column 12.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent en- dowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by St county, or city.	Allotment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CALIFORNIA—continued.																		
Lane Medical Library (Leland Stan- ford Junior University), San Fran- cisco.	\$79,800	O.	\$140,000	\$165,000	No.			\$13,700	\$1,026		\$14,816	\$6,944	(1)	\$934		\$3,225	\$396	\$11,499
St. Ignatius University, San Francisco.		F.						1,187		\$100	1,267	722		33		748		1,503
State Normal School, San Francisco.		F.						3,806			3,806	1,073	\$401	359		1,836	137	3,806
College of the Pacific, San Jose.		F.									500	600						600
State Normal School, San Jose.		F.			No.		\$500				208	200	6					206
Public School, San Mateo.		F.			No.		208				500	300	100					1,400
Public School, San Rafael.		F.			No.			500										
Santa Clara University, Santa Clara.		F.			No.													
Leland Stanford Junior University.	500,000	O.	300,000		No.			40,230	\$6,026	3,103	69,359	38,856		3,803		23,200	2,144	68,003
Stanford University.																		
Public School, Watsonville.																		
COLORADO.																		
University of Colorado, Boulder.		O.	70,000	75,500				12,000			12,000	4,847	1,550	933		4,610	60	12,000
Law Library.		F.																
Colorado College (Coburn Lib.), Colo- rado Springs.		O.	50,000		No.			7,741			7,741	2,736	725	600		3,680		7,741
Public High School, Colorado Springs.		F.			No.		1,073				1,073	90	23			990		1,073
College of the Sacred Heart, Denver.		F.			No.			106			106	50	30	25				106
Matthews Hall Theological Seminary, Denver.		F.			No.					300	300	200				100		300
University of Denver Law School, Denver.		F.			No.			2,615			2,615	1,500	15	185		915		2,615
State Agricultural College, Fort Collins		O.	2,000		No.			4,960			4,960	935	800	425		2,802	416	4,960
State School of Mines, Golden.		F.			No.		3,473				3,473	463	401	259		928	260	3,473

CONNECTICUT.											
State Teachers College, Greeley						6,540	2,350	650	3,540	6,540	500
Public School, Leadville						500	500				500
Loretto Heights Academy, Loretto	F.					2,597	1,500	72	1,025	2,597	2,597
Centennial High School, Pueblo	F.					1,880	167	101	862	1,880	1,880
University of Denver, University Park	O.	30,000	30,000	No.		1,800	80				
CONNECTICUT.											
State Normal Training School, Danbury	F.					628	137	76	33	628	628
Hartford School of Religious Pedagogy, Hartford	No.										
Hartford Theological Seminary (Case Memo. Lib.), Hartford	O.	100,000		No.	9,575	370		484	413	9,945	108
Public High School, Hartford	F.			No.	1,310		1,310	30		1,310	1,310
Bekeley Divinity School, Middletown	O.	10,550	30,000	No.	560		50		50	680	680
Wesleyan University, Middletown	O.	100,887	45,000	No.	7,472	4,512	24	(1)	(1)	12,245	12,245
State Normal School, New Britain	F.			No.	1,002			111	53	1,002	1,002
State Normal Training School, New Haven				No.	671			108	14	377	22
Yale University, New Haven	O.	1,061,226	50,000	No.	15,850	36,203	21,981	(1)	2,730	37,751	4,666
Day Missions Library	O.	77,805	50,000	No.	725		3,580	(1)	717	703	1,039
Peabody Museum				No.							3,184
Sheffield Library	F.			No.	1,148		1,148	(1)	(1)		1,148
Trowbridge Reference Library	O.	6,500	25,000	No.	700		305	300		700	1,000
Yale Forest School	F.			No.							
Yale Law Library	F.			No.	825	500				825	1,325
Free Academy (Peck Lib.), Norwich	F.	10,000		No.							
Connecticut Agricultural College, Storrs	F.			No.	1,500		1,200	194	255	1,874	27
State Normal School, Willimantic	F.			No.	1,050		200	75	50	700	25
Gilbert School, Winsted	F.			No.	1,785		600	105	80	1,000	1,785
DELAWARE.											
Delaware College, Newark	O.	11,150		No.	1,750		800	250	100	600	1,750
Public School (Corbit Lib.), Odessa	F.			No.	50	530	316		8	150	491
DISTRICT OF COLUMBIA.											
Carroll Institute, Washington	F.			No.							
Catholic University of America, Washington	F.			No.	6,387			1,242	825	1,800	6,387
Central High School, Washington	F.			No.							
Columbia Institution for the Deaf, Washington	F.			No.							
Georgetown University (Riggs Memo. Lib.), Washington	F.			No.	1,000		925	75		1,000	1,000
First Library	F.			No.	400		300	70		300	370
School of Law	F.			No.							

\* Items received too late to appear in summary tables.

\* Not including salaries.

\* Included in column 12.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent en- dowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
DISTRICT OF COLUMBIA—continued.																		
George Washington University, Wash- ington.....		F.			No.			\$2,888			\$2,888	\$1,519	\$130	\$173		\$1,901		\$3,883
Gonzaga College, Washington.....		O.			No.													
Holy Cross Academy, Washington.....																		
Howard University (Carnegie Lib.), Washington.....		O.	\$51,089		No.		\$1,100	2,129		\$1,106	4,468	757	328	150	\$802	2,888	\$124	4,549
St. John's College, Washington.....					No.													
St. Thomas College, Washington.....					No.													
U. S. Dept. of the Navy, Navy Med. School, Washington.....		F.			No.		445				442	109	242	91				442
U. S. Dept. of War, War College Divi- sion, General Staff, Washington.....		F.			No.													
FLORIDA.																		
John B. Stetson University (Sampson Lib.), De Land.....	\$60,000	O.			No.													
University of Florida, Gainesville.....		F.			No.		6,000	2,200			7,200	5,900				1,400		7,550
Santa Rosa Academy, Milton.....					No.													
Florida State College for Women, Tal- lahassee.....		F.			No.			2,255			2,255	800	200	80	150	826	200	2,255
GEORGIA.																		
Public High School (Branson Lib.), Athens.....					No.		200			80	280	210	20					290
State Normal School (Carnegie Lib.), Athens.....		O.	26,000		No.			2,146			2,146	276	76	51	126	1,012		2,165

University of Georgia, Athens.....	6,000	O.	50,000	No.		5,450	1,000	7,350	1,000	600	300	5,350	100	7,350
Atlanta University, Atlanta.....	500	O.	25,000	No.		1,370	7	1,642	852			852	1,642	1,642
Gannon Theological Seminary, Atlanta.....		O.	11,000	\$12,000	No.	80	25	75	50	25	102	45	75	75
Georgia School of Technology, Atlanta.....		O.	20,000			2,572	64	2,667	667	200		1,853	50	2,640
Girls' High School (Mallon Lib.), Atlanta.....		F.					342	902	161	31		560	150	902
Marist College, Atlanta.....		F.		No.										
Morris Brown University, Atlanta.....		F.		No.										
University of Georgia Medical School, Augusta.....		F.		No.		1,720		1,720	1,000					1,720
Cox College and Conservatory, College Park.....		F.		No.		225		225	200	25				225
Georgia Normal College and Business Institute, Douglas.....		F.		No.		1,000	150	150						
Bronau College, Gainesville.....		F.		No.		1,000		1,000	225	64		711		1,000
Mercer University, Macon.....		O.	25,000			1,600		1,600	200	125	100	1,100	75	1,000
St. Stanislaus College, Macon.....		F.		No.		850		850	250	60	50	700		850
Wesleyan College, Macon.....		F.		No.		700		1,400	600	100				1,400
Georgia Normal and Industrial School, Milledgeville.....		F.		No.		675		675	825	125	25			675
Emory College, Oxford.....	4,000	O.	25,000	25,000	No.	900	900	1,200	550	100	75	450		1,205
Young Harris College, Young Harris.....		O.	5,000	10,000	No.	1,000	1,000	1,000						1,000
IDAHO.														
State Normal School, Lewiston.....		F.				315	757	1,072	753			1,750		2,458
University of Idaho, Moscow.....		F.						900	60				900	900
Public School, Mullan.....		F.					21	1,621	280	105	75	1,100		1,568
Academy of Idaho, Pocatello.....		F.												
ILLINOIS.														
Shurtleff College, Alton.....	15,000	O.	15,000	20,000	No.		500	1,250	350	75	60	350		835
Aurora College, Aurora.....		F.			No.	200		200	175	50				195
Illinois Wesleyan University, Bloomington.....		F.			No.	709		705	147	84	25	450	5	709
St. Viator College, Bourbonnais.....		F.			No.			300	190					190
Public School, Cairo.....		F.				225		225	225	(c)				225
Southern Illinois State Normal University (Wheeler Lib.), Carbondale.....		O.	30,000			450		450	875					
Carthage College, Carthage.....		F.												
Eastern Illinois State Normal School, Charleston.....		F.			No.									
Armour Institute of Technology, Chicago.....		F.			No.	2,000		2,000	342	375		1,400	75	450
Art Institute (Ryerson Lib.), Chicago.....		F.			No.			3,350	1,175	(c)	405	3,350		4,533
Chicago Teachers College, Chicago.....		O.	60,000		Yes.	1,855	3,350	3,825	714	223	681	4,000	345	6,718
Chicago Theological Seminary (Hammond Lib.), Chicago.....		F.					2,000	4,200	1,000	500		2,700		4,200
	42,950	O.	25,000			1,660		1,660	564	215	130	750		1,659

: Includes \$800 received for building.

: Included in column 13.

# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
ILLINOIS—continued.																		
College of Medicine, University of Illinois (Quine Lib.), Chicago.....		F.			No.		\$8,000				\$8,000	\$3,500	\$1,000	\$700		\$1,500	\$1,300	\$8,000
Englewood High School, Chicago.....		F.			No.					\$250	250	250						250
Francis W. Parker School, Chicago.....		F.			No.		\$1,147				1,147	362	45	20		700	20	1,147
Lewis Institute, Chicago.....																		
McCormick Theological Seminary (Virginia Lib.), Chicago.....		O.			No.			5,000			5,000	1,600	200	150		3,000	50	5,000
Northwestern University, Elbert H. Gary Law Library, Chicago.....		F.			No.					10,000	10,000	9,000	(1)	(1)		2,700		11,700
Northwestern University Medical School, Chicago.....					No.			450			450	450	(1)					450
St. Cyril's College, Chicago.....		F.			No.			1,450			1,450	900	150	400				1,450
St. Ignatius College, Chicago.....					No.			145,888	\$11,173		157,061	50,886	6,126	7,312	\$5,799	80,111	6,827	157,061
St. Stanislaus College, Chicago.....	\$257,977	O.	\$900,000		No.			7,880			7,880	4,300	(1)			3,580		7,880
University of Chicago, Chicago.....		O.	275,000															
Law School.....																		
Rush Medical College.....		F.																
School of Education.....																		
Western Theological Seminary, Chicago.....		F.			No.			300		1,500	1,800	1,685	40			140		1,865
James Millikin University, Decatur.....		F.			No.			1,600			1,600	200	300	150		900	50	1,600
Northern Illinois State Normal School (Hansh Lib.), De Kalb.....		F.			No.													
Public High School, Effingham.....		F.			No.		3,800				3,800	1,614	220	156		1,800		3,800
Eureka College, Eureka.....	619	F.			No.							370	200	(1)				570
Garrett Biblical Institute, Evanston.....		O.	25,465					5,757	26	692	718	370	(1)	90		4,500	250	5,757
Northwestern University, Evanston.....		O.	100,000		No.			17,250			17,250	5,000	2,000	1,000		8,400	800	17,200
Ewing College, Ewing.....	10,000	O.	10,000	\$25,000	No.				400	500	900	400	40		100	300		900

Knox College, Galesburg	F.				1,575			250	141	75	1,050	59	1,575
Lombard College, Galesburg	F.				1,000			1,000					1,000
Greenville College, Greenville	F.												
Illinois College, Jacksonville	No.												
Illinois School for Blind, Teachers' Library, Jacksonville	No.												
Illinois School for the Deaf, Jacksonville	No.												
Illinois Woman's College, Jacksonville	F.												
Township High School, Joliet	F.				50								
St. Mary's School, Knoxville	F.				1,200								
Lake Forest College, Lake Forest	F.												
McKendree College, Lebanon	O.	45,000			1,800								
Lincoln College, Lincoln	F.												
Western Illinois State Normal School, Macomb	F.												
Evangelical Lutheran Theological Seminary, Maywood	F.				4,020								
Public High School, Moline	F.												
Monmouth College, Monmouth	O.	30,000			640								
Mount Morris College, Mount Morris	F.		35,000										
Northwestern College, Naperville	O.	25,000			400								
State Normal University, Normal	F.		30,000		1,370								
Public School, Onarga	F.				5,385								
Bradley Polytechnic Institute, Peoria	F.												
St. Bede's College, Peru	F.				2,000								
St. Francis Solanus College, Quincy	F.				600								
Rockford College, Rockford	F.												
Augustana College, Rock Island	F.				1,104								
Evangelical Lutheran Concordia Seminary, Springfield	O.	208,000			982								
St. Joseph's Seraphic College, Teutopolis	F.												
University of Illinois, Urbana	O.	160,000											
Law Library	F.												
Wheaton College, Wheaton	F.												
INDIANA.													
Indiana University, Bloomington	O.	137,000											
Indiana Historical Survey	F.				17,300								
School of Law	F.				600								
St. Joseph College, Collegeville	F.				1,600								
Public School, Columbia City	O.												
Wabash College, Crawfordsville	F.	25,000			375								
Culver Military Academy, Culver	O.				850								
Earham College, Earham	O.	31,000											
Public Schools, Elkhart	F.												
Concordia College, Fort Wayne	F.				200								
Public School, Fort Wayne	F.												
Franklin College, Franklin	O.	28,500			1,412								

1 included in column 13.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent en- dowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
INDIANA—continued.																		
De Pauw University, Greencastle.....	\$56,500	O.	\$63,000		No.			\$2,500	\$2,850	\$150	\$5,500	\$484	\$278	(1)		\$2,625	\$795	\$4,182
Public School, Greensburg.....		F.			No.		\$250				250	250	(1)			150		400
Harover College, Hanover.....		O.	25,000		No.			833			833	364	79			390		833
Butler College, (Bona Thompson Memo. Lib.), Indianapolis.....		O.	4,000		No.		1,200	800			2,000	600	130	\$70	\$300	900		2,000
Indiana School for the Blind, Indian- apolis.....		F.					500				500	234					219	453
Manual Training High School, Indian- apolis.....																		
Teachers College of Indianapolis.....		F.						1,426			1,426	826	(1)			600		1,426
Jasper College, Jasper.....		F.						100			100	250	28					275
Indiana Reformatory, Jeffersonville.....		O.	100,000		No.		1,000				1,000	400	400			200		1,000
Purdue University, Lafayette.....		F.						8,156			8,156	1,411	1,482	833		4,100	630	8,156
Union Christian College, Merom.....		F.							165		165	100	30			30		100
Moore's Hill College, Moore's Hill.....		F.						360			360	52	57			235	55	369
St. Mary's College and Academy, Notre Dame.....		F.			No.													
University of Notre Dame (Lemonnier Lib.), Notre Dame.....		F.						8,000		1,000	9,000	1,500	700	1,800		5,000		9,000
Immaculate Conception Academy (St. Frances de Sales Lib.), Oldenburg.....		F.									100	48				300		356
Public School, Plymouth.....		F.					100											
St. Mary-of-the-Woods Academy, St. Mary-of-the-Woods.....																		
St. Meinrad College (St. Anselm's Lib.), St. Meinrad.....					No.			150			150	150						150
Rose Polytechnic Institute, Terre Haute.....								2,500			2,500	400	300	250		1,500		2,450

State Normal School, Terre Haute	O.	120,000	\$150,000	.....	7,640	13,593	21,233	5,647	731	853	.....	7,640	.....	14,601
Taylor University (Mooney Lib.), Up-land	F.	50,000	.....	No.	4,050	.....	4,050	1,500	100	150	300	2,000	.....	4,000
Valparaiso University, Valparaiso	F.	.....	.....	No.	800	.....	800	200	.....	50	.....	500	50	900
St. Rose Academy, Vincennes	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vincennes University, Vincennes	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
IOWA.														
Iowa State College, Ames	F.	.....	.....	.....	4,900	6,810	11,710	5,200	(1)	400	.....	5,610	500	11,710
State Teachers College, Cedar Falls	O.	175,000	.....	.....	7,000	.....	12,000	5,000	(1)	.....	.....	7,000	.....	12,000
Coe College, Cedar Rapids	F.	.....	.....	.....	1,300	476	1,770	876	168	130	.....	900	61	1,685
Charles City College, Charles City	F.	.....	.....	.....	100	120	1,200	110	.....	.....	.....	125	.....	1,235
Warburg College, Clinton	F.	.....	.....	No.	100	.....	100	40	22	12	.....	100	.....	74
Iowa School for Deaf, Council Bluffs	F.	.....	.....	.....	600	.....	500	400	.....	100	.....	.....	.....	500
Immaculate Conception Academy, Davenport	F.	.....	.....	.....	100	100	100	.....	.....	.....	.....	.....	.....	.....
St. Katherine's School, Davenport	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Luther College, Decorah	F.	.....	.....	No.	.....	488	488	318	(1)	10	.....	.....	.....	70
Des Moines College, Des Moines	F.	.....	.....	No.	700	500	1,200	340	90	75	.....	700	.....	318
Drake University, Des Moines	F.	.....	.....	No.	.....	.....	1,600	115	100	20	.....	901	20	1,305
Highland Park College, Des Moines	F.	50,000	.....	No.	1,600	.....	1,600	.....	.....	.....	.....	.....	.....	1,156
Dubuque German College and Seminary, Dubuque	F.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Joseph's College, Dubuque	F.	.....	.....	No.	140	.....	150	125	15	.....	.....	.....	.....	150
Warburg Seminary, Dubuque	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Parsons College, Fairfield	O.	21,000	.....	No.	1,034	262	1,034	156	86	.....	.....	523	.....	1,034
Upper Iowa University, Fayette	O.	.....	.....	No.	288	.....	617	440	75	25	.....	180	.....	1,724
Grinnell College, Grinnell	O.	50,000	60,000	.....	5,000	1,000	6,000	2,000	220	225	300	1,960	287	4,892
Lenox College, Hopkinton	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Humboldt College, Humboldt	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Simpson University, Indianola	O.	10,000	12,000	No.	500	2,000	2,600	800	185	75	.....	1,000	.....	2,000
State University of Iowa, Iowa City	O.	.....	.....	No.	24,600	.....	24,600	10,700	2,800	1,500	9,000	600	600	24,000
Law Library	F.	.....	.....	No.	2,500	.....	2,900	996	60	147	.....	400	71	2,000
Ellsworth College, Iowa Falls	F.	23,000	25,000	No.	700	25	726	600	60	.....	.....	150	.....	1,810
Graceland College, Lamoni	F.	.....	.....	No.	348	.....	348	.....	28	35	.....	230	.....	290
Cornell College, Mount Vernon	F.	50,000	.....	No.	4,580	.....	4,580	1,135	416	.....	527	1,704	220	4,002
Cedar Valley Seminary, Osage	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Penn College, Oskaloosa	F.	.....	.....	No.	400	400	400	200	75	30	.....	.....	.....	305
Central College, Pella	F.	.....	.....	No.	2,555	.....	2,555	558	58	.....	.....	2,555	.....	2,555
Morningside College, Sioux City	F.	.....	.....	No.	1,500	.....	1,500	500	300	160	.....	540	.....	1,500
Buena Vista College, Storm Lake	F.	.....	.....	No.	259	50	300	66	65	168	.....	600	.....	1,299
Tabor College, Tabor	F.	.....	.....	No.	1,117	.....	1,117	.....	92	.....	.....	600	625	1,117
Leander Clark College, Toledo	F.	.....	.....	No.	400	465	465	361	63	.....	80	.....	.....	1,504
Iowa College for the Blind, Vinton	F.	.....	.....	.....	.....	.....	400	265	.....	.....	.....	.....	.....	265
KANSAS.														
Midland College, Atchison	O.	20,000	30,000	No.	.....	900	900	.....	70	.....	.....	300	580	900
St. Benedict's College, Atchison	O.	65,000	.....	.....	2,740	.....	2,740	1,740	.....	.....	.....	1,000	.....	2,740
Baker University, Baldwin	O.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

1 Included in column 13.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1915—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
KANSAS—continued.																		
Public High School, Coffeyville.							\$1,163			\$141	\$1,304	\$75	\$46	\$35	\$20	\$715	\$1,105	\$1,996
College of Emporia (Anderson Memo. Lib.), Emporia.		O.	\$30,000		No.		14,412	\$1,500			14,412	700	150	(1)		650		1,500
State Normal School, Emporia.		O.	60,000		No.							3,035	(1)	(1)		7,849	3,528	14,412
Army Service Schools, Fort Leavenworth.		F.			No.		3,500				3,500	3,500	(1)	(1)				3,500
Mounted Service School, Fort Riley.		F.			No.		558				558	383	175					558
Highland College, Highland.		F.																
Campbell University, Holton.		F.						220			220	10	10			200		220
Kansas City University, Kansas City.		O.	75,000				18,630				18,630	7,000	3,000			8,630		18,630
University of Kansas, Lawrence.		F.																
Law Library.		F.																
St. Mary's Academy, Leavenworth.		O.	20,000		No.													
Bethany College, Lindsborg.		O.			No.													
McPherson College (Carnegie Lib.), McPherson.	\$12,000	O.	13,500	\$15,000					\$500	330	830	125	15		200	460		800
Kansas State Agricultural College, Manhattan.		O.	65,000	70,000			3,500	7,660			11,160	2,750	750			6,660	1,000	11,160
Ottawa University, Ottawa.		F.						1,379			1,379	466	96	75		600	21	1,286
State Manual Training Normal School, Pittsburg.		F.					2,700				2,700	700	300			1,790		2,700
St. Mary's College, St. Marys.		F.						523		652	1,175	640	217	148			170	1,175
Kansas Wesleyan University, Salina.		O.	40,000	40,000	No.					400	400	138	64	68	100		30	400
Washburn College, Topeka.		O.								3,245	3,245	1,000	100	140	675	1,330		3,245
Fairmount College (Morrison Lib.), Wichita.		O.	40,000	40,000	No.						625	50	100	75		400		625
Friends University, Wichita.		F.						1,020		200	1,220	400	100			720		1,220
Southwestern College, Winfield.																		

## KENTUCKY.

Berea College, Berea.....	50,000	O.	40,982	43,000	No.	.....	1,856	2,300	.....	4,156	1,219	56	10	492	2,214	172	4,156
Ordan College, Bowling Green.....	.....	.....	.....	.....	No.	.....	170	.....	.....	170	150	10	.....	.....	.....	.....	170
Western Kentucky State Normal School, Bowling Green.....	.....	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clinton College, Clinton.....	.....	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Norfolk Academy, Covington.....	.....	.....	.....	.....	No.	.....	.....	.....	.....	.....	96	10	20	.....	.....	15	140
Centre College of Kentucky, Danville.....	.....	O.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgetown College, Georgetown.....	.....	F.	.....	.....	No.	.....	420	.....	.....	.....	208	92	19	.....	.....	.....	319
Public High School, Hickman.....	.....	.....	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hamilton College for Women, Lexington.....	.....	.....	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
State University, Lexington.....	13,000	F.	150,000	.....	No.	.....	500	.....	.....	500	100	50	.....	.....	500	.....	650
Transylvania University, Lexington.....	105,684	O.	26,500	.....	No.	.....	4,032	.....	.....	4,032	832	182	28	426	1,348	1,087	3,823
Presbyterian Theological Seminary of Kentucky, Louisville.....	.....	.....	.....	.....	No.	.....	300	.....	.....	300	300	.....	.....	.....	.....	.....	300
Southern Baptist Theological Seminary, Louisville.....	.....	O.	36,000	.....	No.	.....	350	.....	.....	350	300	25	25	.....	.....	.....	350
Nazareth Academy, Nazareth.....	10,000	O.	50,000	60,955	No.	.....	605	480	.....	1,065	250	150	15	.....	400	270	1,065
Bethel College, Russellville.....	.....	O.	5,000	.....	No.	.....	90	.....	.....	90	.....	.....	.....	.....	90	.....	90
St. Mary's College, St. Mary.....	.....	.....	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky Wesleyan College, Winchester.....	.....	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
LOUISIANA.																	
Louisiana State University (HHH Memo. Lib.), Baton Rouge.....	.....	O.	33,000	.....	No.	.....	5,000	.....	.....	5,000	2,566	330	284	.....	3,000	210	6,340
Jefferson College, Convent.....	.....	F.	.....	.....	No.	.....	200	.....	.....	200	190	.....	.....	.....	.....	.....	190
State Normal School, Natchitoches.....	.....	F.	.....	.....	No.	.....	1,575	.....	.....	1,575	250	200	45	.....	900	.....	1,575
Newcomb College, New Orleans.....	.....	F.	.....	.....	No.	.....	2,700	.....	.....	2,700	830	70	150	.....	1,600	50	2,700
New Orleans University, New Orleans.....	.....	O.	50,000	105,000	No.	.....	2,853	.....	.....	2,853	1,063	(1)	.....	.....	1,700	.....	2,853
Tulane University, New Orleans.....	.....	.....	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Law Library.....	.....	.....	.....	.....	No.	.....	600	.....	.....	600	300	500	125	25	600	50	1,400
Medical Department.....	.....	F.	.....	.....	No.	.....	1,600	.....	.....	1,600	300	500	.....	.....	600	.....	1,400
St. Joseph's Seminary, St. Benedict.....	.....	F.	.....	.....	No.	.....	550	.....	.....	550	500	50	.....	.....	.....	.....	550
Centenary College, Shreveport.....	.....	F.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MAINE.																	
Bangor Theological Seminary, Bangor.....	13,000	F.	.....	.....	No.	.....	1,201	665	.....	1,866	495	116	55	.....	1,200	.....	1,866
Bowdoin College, Brunswick.....	105,684	O.	300,000	.....	No.	.....	6,985	4,000	1,000	11,985	4,146	625	305	.....	5,800	1,000	11,978
Maine Wesleyan Seminary, Kents Hill.....	1,000	F.	.....	.....	No.	.....	200	120	100	420	200	77	.....	.....	.....	.....	1,277
Bates College, Lewiston.....	10,000	O.	60,000	.....	No.	.....	2,100	500	150	2,750	631	168	86	.....	1,600	54	2,539
University of Maine, Orono.....	.....	O.	50,985	.....	No.	.....	8,514	.....	105	8,619	2,483	1,383	621	.....	3,860	262	8,619
Thornton Academy (Memorial Lib.), Saco.....	.....	.....	.....	.....	No.	.....	550	500	.....	1,050	400	100	.....	.....	550	.....	1,050
Berwick Academy (Fogg Memo. Lib.), Berwick.....	10,000	O.	.....	.....	No.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Berwick.....	.....	F.	.....	.....	No.	.....	110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colby College, Waterville.....	6,999	F.	.....	.....	No.	.....	2,300	350	.....	388	498	110	27	161	200	.....	498
.....	.....	.....	.....	.....	No.	.....	.....	.....	.....	80	600	150	250	.....	1,550	100	2,710

\* Report received too late to appear in summary tables.

† Included in column 13.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.					Expenditures for the last fiscal year.												
	Amount of permanent en- dowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Alloiment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MARYLAND.																		
St. John's College, Annapolis.....				\$10,000	No.		\$11,020				\$11,020	\$900	665	960		\$775		\$600
U. S. Naval Academy, Annapolis.....					No.							1,513	532	450		8,520		11,020
Baltimore City College, Baltimore.....					No.		1,700				1,700	1,000				700		1,700
Goucher College, Baltimore.....					No.							300	300	100		700		1,300
Johns Hopkins University, Baltimore.....			\$600,000		No.			\$1,300			1,300	6,482	4,813	3,004		12,107	\$1,750	28,167
Loyola College, Baltimore.....					No.			28,167			28,167							
Morgan College, Baltimore.....					No.													
Mount St. Joseph's College, Baltimore.....					No.			1,000			1,000	850	150	90				1,060
Notre Dame College, Baltimore.....					No.													
St. Joseph's Seminary, Baltimore.....					No.													
St. Mary's Industrial School, Balti- more.....					No.													
St. Mary's Seminary and University, Baltimore.....					No.		1,570				1,570	780	32	88		750		1,570
State Normal School, Baltimore.....					No.													
University of Maryland, Baltimore: Law School.....					No.			1,280			1,280	200		150		900		1,380
School of Medicine.....	\$5,000				No.			600		\$37	637	8	18	84		500	19	635
St. Charles College, Catonsville.....					No.				\$250		250	37	50	54			49	190
House of Reformation for Colored Boys, Cheltenham.....					No.													
Maryland Agricultural College, College Park.....					No.													
Rock Hill College, Ellicott City.....					No.			3,300			3,300	225	150	100		2,500	100	3,075
Mount St. Mary's College and Ecclesi- astical Seminary, Emmitsburg.....					No.			880		300	880	450	50	100	\$80	200		880
National Park Seminary (Miller Lib.), Forest Glen.....		O.	3,000	14,000	No.													

Hood College, Frederick.....	F.	No.	900	300	1,200	800	35	40	800	1,235
McDonough School, McDonough.....	F.	No.	478	164	478	164	35	35	270	478
Blue Ridge College, New Windsor.....	F.	No.	1,210	1,210	1,210	1,100	35	35	75	1,210
Jacob Young Institute, Port Deposit.....	F.	No.	1,821	1,821	1,821	226	179	136	1,860	1,821
St. James School (Irving Soc. Lib.), St. James.....										
Western Maryland College, Westminster.....	O.	30,000								
Westminster Theological Seminary, Westminster.....	F.		3,484		3,484	2,094	200	1,100		3,484
Woodstock College, Woodstock.....										
MASSACHUSETTS.										
Amherst College, Amherst.....	O.	42,000		7,500	15,000	7,500	(*)	(*)	7,500	15,000
Massachusetts Agricultural College, Amherst.....	F.	11,367		545	6,545	1,986	1,334	1,052	2,111	1,758
Abbot Academy, Andover.....	F.	3,756		250	940	180	80		750	900
Phillips Academy, Andover.....	F.			1,250	1,750	1,000				1,750
Boston University, College of Liberal Arts, Boston.....	F.									
Law School.....	F.									
Medical Library.....	F.									
Girls' High School, Boston.....	F.									
Harvard Medical School, Boston.....	F.	3,850		4,000	4,190	401	1,506	441	1,728	4,190
Latin School Association, Boston.....	F.									
Massachusetts College of Pharmacy (Sheppard Lib.), Boston.....	F.									
Massachusetts Institute of Technology Boston.....	F.									
Public Latin School, Boston.....	F.									
St. John's Boston Ecological Seminary, Boston.....	F.									
State Normal School, Bridgewater.....	F.									
Andover-Harvard Theological Library, Cambridge.....	O.									
Episcopal Theological School, Cambridge, Cambridge.....	O.	85,000	40,000	1,245	1,200	2,445	1,100	85	60	2,445
Harvard University, Harvard College Library, Cambridge.....	F.	1,724,067		86,007	78,965	20,243	152,215	50,800	(*)	130,929
Fly Club Library.....	F.			250		250	800	60		48
Gray Herbarium.....	F.			150						
Harvard Observatory (Phillips Lib.).....	F.									
Harvard Union.....	F.									
Law Library.....	F.									
Museum of Comparative Zoology, High and Latin School, Cambridge.....	F.			42,926		11,530	54,456	26,998	(*)	14,833
New Church Theological School, Cambridge, Cambridge.....	F.									
Radcliffe College, Cambridge.....	O.	10,300		6,129	412	200	209		300	200
						5,941	1,300	300	250	6,822

\* Included in column 13.

1 Report received too late to appear in summary tables.

# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Name of library.	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MASSACHUSETTS—continued.																		
St. John's Preparatory School, Danvers.					No.					\$350	\$920	\$203	\$104	\$43		\$570		\$920
Williston Seminary, East Hampton.		O.																
Talcott Library, East Northfield.		F.	\$20,000					\$570										
B. M. C. Durfee High School, Fall River.																		
State Normal School, Fitchburg.																		
State Normal School, Framingham.		F.			No.		\$500	405			405	300	105					405
Groton School, Groton.		F.									500	228	51	43				322
Bradford Academy, Haverhill.		F.							\$125		125							
Mount Hermon School (Schauffler Memo. Lib.), Mount Hermon.		O.	53,000					666		250	916	219	85	73	\$480	186		1,043
Newton Theological Institute (Hills Lib.), Newton Center.		O.	40,000															
Cape'n's (Miss) School, Northampton.		O.						17,700			17,700	3,239	2,455	585	1,977	8,760	\$404	17,700
Smith College, Northampton.		O.	164,280					1,397			1,397	1,305	54	28			13	1,807
Wheaton College, Norton.		F.						1,807			1,807	1,612	105	90				1,807
State Normal School, Salem.					No.													
St. Mark's School, Southboro.	\$25,099	O.	112,000		No.			4,936	802	167	5,905	3,095	1,332	564			201	5,252
Mount Holyoke College, South Hadley.																		
International Y. M. C. A. College, Springfield.		F.						1,050			1,050	800	150	100				1,050
Tufts College, Tufts College.	19,356	O.	100,000	\$101,949	No.			3,224	402	150	3,776		819	298	305	2,039	255	3,776
Perkins Institution for the Blind, Watertown.		O.						1,850			1,850						100	1,850
Wellesley College, Wellesley.		O.	137,000		No.			17,422			17,422	5,017	1,434	883		1,750	477	17,422
Wellesley Academy, Woburn.		F.			No.													
Williams College, Williamstown.		O.			No.			9,000			9,000	3,521	(1)	457	710		377	9,000

	800,000	225,000	100,000	32,000	10,000	(1)	(1)	10,500	4,500	25,000
Clark University, Worcester.....	F.	40,000	No.	109	300	300				25,000
Classical High School, Worcester.....	F.	40,000	No.	100	1,200	350	400		150	2,100
Holy Cross College, Worcester.....	F.	2,345	No.		1,563	186	26	600		2,345
State Normal School, Worcester.....	F.		No.							
Worcester Academy (Nelson Wheeler Lib.), Worcester.....	F.		No.							
Worcester Polytechnic Institute, Worcester.....	F.	27,400								1,975
<b>MICHIGAN.</b>										
Adrian College, Adrian.....	F.	10,000	15,000		1,735	835				1,735
Albion College, Albion.....	O.	9,250		1,125	1,925	480	184			1,200
Anna College, Anna.....	O.	125,000	140,000	56,865	1,500	22,000	3,000	5,000		59,465
University of Michigan, Ann Arbor.....	F.	20,000		1,100	4,500	1,600			2,700	7,450
Public School, Battle Creek.....	F.	10,000	Yes	1,630	10,550	2,917	(1)	808		7,451
Public School, Crystal Falls.....	F.	10,000	Yes	1,700	1,630	2,917	(1)	808		1,025
Public School, Crystal Falls.....	F.	40,000		6,000	1,700	2,917	50	70	5	6,300
Detroit College of Law, Detroit.....	F.				6,000	4,500	150	250		6,300
Washington Normal Library, Detroit.....	F.				1,455	4,500	75	30		1,455
Michigan Agricultural College, East Lansing.....	O.	22,000			3,820	1,707	1,070	210	231	4,917
Michigan School for the Deaf, Flint.....	F.				1,400	360	44			1,400
Central High School, Grand Rapids.....	F.				1,400	360	20			380
State Normal School, Grand Rapids.....	F.	7,000			1,000	360	20		500	1,000
Hillsdale College, Hillsdale.....	F.				1,400	360	20		165	1,525
Hope College (Graves Lib.), Holland.....	F.				50	360	20		75	285
Western Theological Seminary (Chammaro Lib.), Holland.....	F.				47	100	29			101
Michigan College of Mines, Houghton.....	O.	14,000	14,000			72	29			375
Public High School, Houghton.....	F.	60,000			375	300	50	25		900
Kalamazoo College, Kalamazoo.....	F.				800	800	100			
Western State Normal School, Kalamazoo.....	F.				4,900	1,261			2,600	1,039
Northern State Normal School, Marquette.....	F.				3,650	1,600	(1)		2,050	3,650
St. Mary's College, Monroe.....	F.				625	625	125			625
Central State Normal School, Mount Pleasant.....	O.	30,000			4,200	1,440	310	250	2,200	4,200
Olivet College, Olivet.....	F.	15,000			750	625	225	100	255	1,455
Public High School, Pontiac.....	F.									
Public High School, Ypsilanti.....	F.									
Public School, Ypsilanti.....	F.									
State Normal College, Ypsilanti.....	F.									
<b>MINNESOTA.</b>										
St. John's University, Collegeville.....	F.				1,750	1,200	350	200		1,750
Public High School, Passaic.....	F.				28	28	40			48
College of St. Scholastica, Duluth.....	F.				675	675	40			718
State Normal School, Duluth.....	F.				1,850	660	100	49	1,000	1,809

\* Approximate.

1 Included in column 12.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.					Expenditures for the last fiscal year.												
	Amount of permanent endowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Alloiment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
MINNESOTA—continued.																		
Seabury Divinity School, Fairbault.											\$300	\$35				\$110	\$70	\$300
Shattuck School, Fairbault.							\$150	684		23	707	100	120	\$87		400		707
Public High School, Duluth.					No.		228				228	150	38	32				150
Public School, Glencoe.							1,000				1,000	400				600		1,000
Lincoln High School, Hibbing.							1,000	1,500		30	2,300	500	141	103		1,400		2,300
State Normal School, Mankato.					No.		440	160			140	54	25	25		50	30	450
Augsburg Seminary, Minneapolis.							1,000				1,000	1,000				1,050		1,050
Central High School, Minneapolis.							1,612				1,612	50	37	26		950		1,612
North High School, Minneapolis.							73,723			335	74,451	38,138	5,068	3,701		24,338	1,834	67,070
South High School, Minneapolis.			\$187,000				1,964				1,964	750	150	34		1,000		1,964
University of Minnesota, Minneapolis.																		
State Normal School, Moorhead.																		
Carleton College (Scoville Memorial Library), Northfield.																		
St. Olaf College, Northfield.	\$18,015	O.	25,000					1,292	\$330	587	2,689	1,294	(1)	(1)		1,292		2,583
State Normal School, St. Cloud.	3,000	O.	13,000					300	60	1,200	1,560	400	120			700		1,435
Central High School, St. Paul.							1,560			100	1,660	700	80	70		810		1,660
College of St. Thomas, St. Paul.							1,100				1,100	300				900		1,100
Hamline University, St. Paul.																		
Trumboldt High School, St. Paul.							239			150	239	150						239
John A. Johnson High School, St. Paul.							718				718	119						718
Macalester College (Edward D. Nell Library), St. Paul.			30,000		No.			2,345			2,345	1,328	(1)	98		900	19	2,345
Macalester College (Edward D. Nell Library), St. Paul.																	162	
St. Paul Normal School, St. Paul.	8,000								400	1,550	1,950	588	128	115		1,050	78	1,950
St. Paul Seminary, St. Paul.					No.					1,000	1,000	600				75		1,000
Seminary of the United Norwegian Lutheran Church, St. Paul.																		
Gustavus Adolphus College, St. Peter.					No.			238		0	845	300	80	26			400	845
								643		0	808							845

[illegible]

### Excluding salaries.

**Included in column 13.**

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent en- dowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.							
						Received directly from taxation.	Appropriated by State, county, or city.	Allo- cation or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MISSOURI—continued.																			
Washington University, St. Louis.....		O.	\$250,000						\$12,875			\$12,875	\$4,700	\$1,860	\$500		\$5,080	\$745	\$12,875
Law School.....		F.							1,632			1,632	1,112	400			120		1,632
Medical School.....								\$200	10,631			10,631	1,572	6,285	648		1,175	941	10,631
Yeatman High School, St. Louis.....		F.			No.				720			720	180	100			480		720
Drury College, Springfield.....		F.			No.			880				880	250	90			640		880
Public High School, Springfield.....		F.			No.			50				50	90	10			50		50
Public School, Warrensburg.....		F.					2,500			\$111		2,611	1,945	250	225			100	2,520
State Normal School, Warrensburg.....		F.					400					400	300	30	70				400
Central Wesleyan College, Warrenton.....		F.									204	354	200	4		150			354
Public School (G. Frank Pease Memo. Lib.), West Plains.....		O.	1,000		No.				150										
MONTANA.																			
Montana College of Agriculture and Mechanic Arts, Bozeman.....		F.						3,600				3,600	1,500	450	300		1,350		3,600
State Normal College, Dillon.....		F.						2,570				2,570	500	300	250		1,520		4,570
University of Montana, Missoula.....		O.	50,000		No.			6,750				6,750	2,300	900	300		3,250		6,750
NEBRASKA.																			
Bellevue College, Bellevue.....	\$5,600	F.			No.				718	\$305		1,023	134	100			700		924
Doane College, Cresto.....		F.			No.														
Franklin Academy, Franklin.....		F.			No.				405		30	435	75	30			400		505
Fremont College, Fremont.....		F.			No.				600			600	212	45			313		570
Grand Island College, Grand Island.....		F.			No.														
Hastings College, Hastings.....		O.	21,500	\$25,000	No.						3,355	3,355	1,241	244	169		2,523	830	5,093
State Normal School, Kearney.....		F.							1,681			1,681	1,241	244	(1)		13,000		13,000
University of Nebraska, Lincoln.....		F.					30,000					30,000	17,000	(1)	(1)				30,000
Public School, Norfolk.....		F.																	

[illegible]

# PUBLIC, SOCIETY, AND SCHOOL LIBRARIES.

Name of library.	Amount of permanent endowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW MEXICO.																		
University of New Mexico, Albuquerque.		F.						\$1,150			\$1,150	\$700	\$250					\$1,150
St. Michael's College, Santa Fe.																		
New Mexico Normal School, Silver City.					No.			800			800	600	200			\$180		980
New Mexico College of Agriculture and Mechanical Arts, State College.		F.						4,000			4,000	1,114	369	180	\$144	1,720	\$50	3,536
NEW YORK.																		
Public School, Albany.		F.					\$1,917				1,917	997				950		1,917
Alfred University, Alfred.		O.	\$30,000	\$35,000	No.		100	400		\$1,502	1,602	507	30		50	1,500	20	2,113
St. Stephen's College, Annandale.		O.	60,000	50,000							400	250				150		400
Auburn Theological Seminary, Auburn.	\$22,500	O.	30,000					2,550	\$875		3,425	650	100	125		2,550		3,425
Wells College, Aurora.		O.	58,000		No.			5,629			5,629	1,845	476	326		2,850	132	5,629
Union School (Richmond Memorial Lib.), Batavia.		O.	35,000	50,000	Yes	\$2,525	355		500	35	3,415	629	194	63	349	1,825	356	3,416
State Normal School, Brockport.	10,500	F.					1,137				1,137	266	171	100		600		1,137
Concordia Collegiate Institute, Bronxville.		F.			No.			200		80	280	217	30	9			40	296
Adelphi College, Brooklyn.		F.						1,545			1,545	352	149			900		1,545
Boys' High School, Brooklyn.		F.					2,079	30			2,109	525	55	74		1,400	55	2,109
Erasmus Hall High School, Brooklyn.		F.					1,400				1,400					1,400		1,400
Girls' High School, Brooklyn.		F.					2,647				2,647					1,400	15	2,647
Packer Collegiate Institute, Brooklyn.		F.						1,300		100	1,400	1,162	500	20		1,100		2,647
Polytechnic Institute of Brooklyn (Spicer Lib.), Brooklyn.		F.									1,400	860	200	100		1,100		1,580
Training School for Teachers, Brooklyn.	15,000	F.							500		500	223	120	60	200	250	18	590
		F.					2,135				2,135	700	20	60		1,350		2,135

Canisius College, Buffalo.	No.	778	500	180	95	1,000	778	500	180	95	1,000	778
Central High School, Buffalo.	No.	1,260	115	61	14	1,260	1,260	115	61	14	1,260	1,260
D'Youville College, Buffalo.	F.	1,665	269	111	127	1,665	1,665	269	111	127	1,665	1,665
Oblate Fathers' Library, Buffalo.	F.	1,065	52	819	190	1,065	1,065	52	819	190	1,065	1,065
State Normal School, Buffalo.	F.	24	176	24	40	24	24	176	24	40	24	24
University of Buffalo Medical Library, Buffalo.	F.	250	250			250	250	250			250	250
Public High School, Canajoharie.	No.	100	965			100	100	965			100	100
Canandaigua Academy, Canandaigua.	Yes	162	54			162	162	54			162	162
Union School Library, Canandaigua.	Yes	250	250			250	250	250			250	250
St. Lawrence University (Herring Lib.), Canton.	O.	43,000				43,000	43,000				43,000	43,000
Public High School, Clinton.	O.	40,000				40,000	40,000				40,000	40,000
State Normal School, Cortland.	F.	250				250	250				250	250
Free Library, Delhi.	F.	250				250	250				250	250
Elmira College, Elmira.	No.	718	500			718	718	500			718	718
State Reformatory, Elmira.	F.	631				631	631				631	631
Mount St. Alphonsus Theological Seminary, Fergus.	No.	2,025				2,025	2,025				2,025	2,025
State Normal School, Genesee.	O.	50,000				50,000	50,000				50,000	50,000
Lehigh College, Geneva.	O.	572				572	572				572	572
Public High School, Geneva.	Yes	100				100	100				100	100
Colgate University, Hamilton.	No.	17				17	17				17	17
Hartwick Seminary, Hartwick Seminary.	F.	335				335	335				335	335
Free School, Hudson Falls.	F.	260				260	260				260	260
Cornell University, Ithaca.	O.	260,000				260,000	260,000				260,000	260,000
Law Library.	F.	47,518				47,518	47,518				47,518	47,518
Public School, Ithaca.	F.	5,118				5,118	5,118				5,118	5,118
Public High School, Jamestown.	F.	1,000				1,000	1,000				1,000	1,000
Public High School, Lawrence.	F.	1,178				1,178	1,178				1,178	1,178
Genesee Wesleyan Seminary, Lima.	Yes	260				260	260				260	260
Union School, Lyons.	Yes	109				109	109				109	109
Franklin Academy (Wood Lib.), Malone.	F.	140				140	140				140	140
Public School, Mechanicsville.	O.	8,000				8,000	8,000				8,000	8,000
State Normal School, New Rochelle.	Yes	1,380				1,380	1,380				1,380	1,380
State Normal School, New Rochelle.	Yes	810				810	810				810	810
Academy Mount St. Vincent, New York.	No.											
Barnard School for Boys, New York.	F.											
Bible Teachers Training School, New York.	F.	4,000				4,000	4,000				4,000	4,000
Brearley School, New York.	F.											
College of the City of New York, New York.	No.											
College of St. Francis Xavier, New York.	F.	54,500				54,500	54,500				54,500	54,500

1 Not including salaries.

2 Included in column 13.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent en- dowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
NEW YORK—continued.																		
Columbia University, New York.....					No.			\$80,553		\$22,509	\$112,062	\$19,022	\$9,935	\$8,591		\$83,971	\$4,025	\$106,144
College of Physicians and Surgeons, New York.....					No.			2,728			2,728	700				1,200	25	2,728
Law Library.....					No.		\$100	4,720			4,720	2,270	(1)	(1)		2,400	50	4,720
Teachers College (Bryson Lib.) New York.....	\$85,928				No.			100	\$3,610	6,918	10,728	4,387	(1)	(1)		6,341		10,728
Cornell University Medical College, New York.....					No.			1,000		780	1,780	230	650	100		780		1,780
De La Salle Institute, New York.....					No.			60		255	315	315						315
De Witt Clinton High School, New York.....					No.		2,044				2,044	500	79	65		1,400		2,044
Ethical Culture School, New York.....					No.			1,765			1,765	400	136			1,000		1,536
Female Academy of the Sacred Heart, New York.....																		
Fordham University, New York.....																		
General Theological Seminary, New York.....																		
Jewish Theological Seminary of Amer- ica, New York.....	6,000							7,880	360	1,500	9,740	4,182	(1)	(1)		3,380	1,500	9,002
Manhattan College, New York.....					No.			5,200			5,200	2,000	120	1,000		2,280		5,410
Morris High School, New York.....					No.		1,855				1,855	375	30	50		1,400		1,855
New York Catholic Protector, New York.....																		
New York Homeopathic Medical Col- lege and Flower Hospital, New York.....																		
New York Institute for the Education of the Blind, New York.....	100,000				No.				5,340	10,050	21,396	88				3,610	503	4,207
New York Institution for the Instruc- tion of the Deaf and Dumb, New York.....	7,500							701	375		1,076	200	88					283

New York Law Library, New York.	F.						1,302			415	30	137			720		1,302
New York Training School for Teachers, New York.	F.	98,000								1,200	542	328	8921		1,800	375	5,166
New York University, New York.	F.		\$1,000,000	\$1,170,216						2,559		350			1,300		4,209
Law Library.	F.									326	85	83			250		1,644
School of Pedagogy.	F.																
Normal College of the City of New York, New York.	F.									1,500					3,150		4,650
Public School Libraries, New York.	F.									73,504	67,756				6,400	350	73,504
Sundler School, New York.	F.									580	150				400		550
Union Theological Seminary, New York.	F.	400,000															
Wadleigh High School, New York.	F.									16,585					9,500	250	16,766
Niagara University, Niagara University.	F.									2,078					1,400	50	2,078
Public High School, Oneida.	F.																
State Normal School, Oneonta.	F.									764	200	93			432		764
Mont Pleasant Academy, Ossining.	O.									200							
Public School, Ossining.	F.		3,500														
State Normal School, Oswego.	F.																
St. Mary's School, Peabody.	F.									1,670	270				1,400		1,670
Public High School, Plattsburgh.	F.																
State Normal School, Plattsburgh.	O.									1,064	90	65			850		1,064
Clarkson College of Technology, Potsdam.	F.																
Glen Eden Seminary, Poughkeepsie.	F.									365	118	110					365
Vassar College, Poughkeepsie.	O.	34,531								22,434	5,823	(1)	1,304		9,464	3,776	20,367
East High School, Rochester.	F.									1,851		57			850		1,861
Rochester Theological Seminary, Rochester.	F.																
St. Bernard's Seminary, Rochester.	F.	127,000								4,445	1,874	183			3,487	207	5,958
University of Rochester, Rochester.	F.									750	63	16			1,413	58	1,413
Western New York Institution for Deaf Mutes, Rochester.	F.	33,500								3,632	1,340	728	452		2,000	380	5,068
St. Bonaventure's College, St. Bonaventure.	F.									180	80	75	25				180
Venture Public School, Salamanca.	F.									1,273	633	25	84		436	95	1,273
Lockwood Collegiate School, Sardis.	F.									266	539	25			75		639
Union College, Schenectady.	O.																
Central High School, Syracuse.	F.		60,000							2,900	312	160	150		1,900		3,722
Syracuse University, Syracuse.	O.	300,000								1,199	279	30			550		1,268
College of Medicine, Syracuse.	F.		160,028							5,303	2,110	843			5,061	50	9,145
Washington Irving High School, Tarrytown.	F.																
Penssler Polytechnic Institute, Troy.	F.									979	6				2,220		979
Public High School, Watertown.	F.									3,645	1,000	275	150		550		3,645
U. S. Military Academy, West Point.	F.									850							850
St. Joseph's Seminary, Yonkers.	F.	1,000								12,684	5,000	700	800		5,184	1,000	12,684
	F.		120,231							2,960	200	200			100		3,000

\* Included in column 8.

\* Included in column 15.

\* Included in column 12.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NORTH CAROLINA.																		
Belmont Abbey College, Belmont.....		O.		\$800	No.		\$80				\$80	\$50	\$80					\$80
Appalachian Training School, Boone.....		O.																
University of North Carolina, Chapel Hill.....	\$55,000	O.	\$66,896	200,000	No.			\$3,225	\$2,804	\$3,391	9,420	3,658	850	\$374	\$425	\$3,225	\$888	9,420
Biddle University (Carnegie Lib.), Charlotte.....		O.	15,000															
Davidson College (Union Lib.), Davidson.....		O.	20,000		No.			400		1,224	1,024	373	165	61		900	103	1,002
Trinity College, Durham.....		O.	55,307	57,807	No.			4,821			4,821	1,415	366			1,872	126	4,821
Elon College, Elon College.....		F.			No.			675			675	300	75			150		625
State Normal and Industrial College, Greensboro.....		O.	20,000	25,000	No.		2,768				2,768	765	182	97		1,600	124	2,768
Catawba College, Newton.....		F.			No.					100	100	50				50		100
Meredith College, Raleigh.....		O.						540		500	1,040	500				540		1,040
St. Augustine's School (Benson Lib.), Raleigh.....		O.						255			255		15			30		255
Shaw University, Raleigh.....	300	F.						50	15	10	75	50	15	5		5		210
Wake Forest College, Wake Forest.....	20,000	O.	12,500	35,000	No.				1,250	300	1,550	425	274			850	24	1,873
State College of Agricultural and Mechanical Arts, West Raleigh.....		O.			No.			1,834			1,834	445	289			800		1,834
Balem Academy and College, Winston-Salem.....		F.			No.			250			250	200	50					250
NORTH DAKOTA.																		
North Dakota Agricultural College, Agricultural College.....		O.	18,400					5,417			5,417	1,206	487	373		2,269	1,032	5,417
Fargo College, Fargo.....		O.	25,000	27,000	No.			1,021			1,021	144	60	34		780		1,021

[illegible]

**Included in column 13.**

**Includes \$10,000 received for building fund.**

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent en- dowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allo- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Ohio—continued.																		
Ohio Wesleyan University (Ellihu Slo- cum Lib., Delaware).	\$12,500	O.	\$75,000		No.			\$5,327	\$816		\$6,143	\$2,303	(1)	\$257		\$2,870	\$713	\$6,143
Mount St. Mary's Seminary, Elanora.		O.			No.				1,689	\$28	1,717	188	\$250	72		1,334		1,844
Kenyon College, Gambier.	24,000	O.	60,000		No.			156	1,110		266	156				110		266
Boxley Hall Library.	3,000	O.																
Denison University, Granville.		O.	10,000		No.			1,000		200	1,200	700	80	40		350	30	1,200
Hiram College, Hiram.		O.	\$10,000		No.													
Lebanon University, Lebanon.		F.																
Academy of Mount Notre Dame, Lock- land.		O.	60,000		No.			2,883			2,883	471	324	100		1,834	154	2,883
Marietta College, Marietta.		O.																
Mount St. Joseph Academy, Mount St. Joseph.		F.			No.			937			937	100	80	107		650		937
Muskingum College, New Concord.		F.			No.													
Ursuline Academy, Nottingham.		O.	155,000		No.		\$1,568	14,376	8,207	563	24,714	5,994	(1)	1,036	86,191	10,554	2,139	26,914
Oberlin College, Oberlin.	163,561	O.	80,000	175,000				10,000	77	77	10,077	4,420	700	400		4,307	250	10,077
Miami University, Oxford.		O.	60,000	60,000	No.			2,150	303	122	2,575	515	275	85	500	1,200		2,575
Western College for Women, Oxford.	4,350	O.																
Lake Erie College (Murray Lib.), Painesville.		O.	23,000	32,325	No.			3,288			3,288	424	214	70	950	1,600		3,288
Schmidlapp Free Public School, Piqua.		O.	12,000	20,000	Yes.	\$5,500					3,500	650	150	200	400	1,800	100	3,300
Ursuline Academy, St. Martin.		F.			No.			1,000										
Wittenberg College, Springfield.		O.	15,000						300	300	1,300	550	200	50		500		1,300
Heldberg College, Tiffin.		O.	35,000	40,000					1,800	1,800	1,800	500	80	50		1,300		1,800
St. John's University, Toledo.		F.						600				450	60					350
Free Public School, Troy.		F.			Yes.	3,457				5,000	8,457	586	156	108		4,678	83	5,671
Urbana University, Urbana.		O.			No.						1,011	305		40		1,400		1,911
Ottawa University, Ottawa.		O.	20,000	25,000				911		1,000	1,911							

Willisforce University (Carnegie Lib.).	15,000	20,000	No.	270	720	400	1,300	430	90	100	720	1,300
University of Worcester, Worcester.	O.	72,000			5,161		5,161	2,015	270	125	2,700	5,161
Xenia Theological Seminary, Xenia.	F.				300		300	20			100	300
Antioch College, Yellow Springs.	F.				275		275	20	38		175	225
Rayen High School (Margaret Rayen Farmelee Lib.), Youngstown.	O.	5,000	No.			500	500	300		55		355
OKLAHOMA.												
Northwestern State Normal School, Alva.	F.			900			900				900	900
Central State Normal School, Edmond.	F.			1,375			1,375	175			1,200	1,375
Methodist University of Oklahoma, Guthrie.	O.	30,000										
University of Oklahoma, Norman.	O.	30,000		4,720			4,720	1,500	375	125	1,720	4,720
Sacred Heart College, Sacred Heart.	O.	3,500	No.		610		610	450	64	87	1,000	4,720
Old College, Stillwater.												
University Preparatory School, Tulsa.												
Southwestern State Normal School, Weatherford.	F.			2,520			2,520	1,400	120		1,000	2,520
OREGON.												
Oregon Agricultural College, Corvallis.	F.			12,972			12,972	5,920	2,000	1,071	3,810	12,972
University of Oregon, Eugene.	O.	28,000		16,000			16,000	4,424	1,034	643	6,080	12,972
Pacific University, Forest Grove.	O.	21,000	No.			1,520	460	165	160	100	207	695
Mount Angel College and Seminary, Mount Angel.												607
St. Mary's Academy, Portland.	F.											2,418
Willamette University, Salem.												
PENNSYLVANIA.												
Muhlenberg College, Allentown.	F.				65	110	175		120	55		175
Lebanon Valley College (Carnegie Lib.), Annville.	O.	20,000	No.		1,113		1,113	140	68		602	1,113
St. Vincent Archabbey, Beatty.												
Geneva College, Beaver Falls.												
Moravian College and Theol. Seminary (Harvey Memo. Lib.), Bethlehem.	O.	25,000	No.			72	72	72	(1)	(1)		72
Moravian Seminary and College for Women, Bethlehem.												
State Normal School, Bloomsburg.	F.				2,392		1,392	90	152	50	1,100	1,392
Academy of the New Church, Bryn Athyn.	O.	84,500			6,895		6,895	2,650	100	411	3,222	6,895
Bryn Mawr College, Bryn Mawr.	O.	250,000			3,000		3,000	2,205	2,045	522	336	7,709
State Normal School, California.	F.	575	No.		1,775		1,775	425	100	50	575	1,775

Included in column 13.

TABLE 38.—*Financial statistics of school libraries reporting 5,000 volumes and over in 1915—Continued.*

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
PENNSYLVANIA—continued.																		
Dickinson College, Carlisle.....											\$325	\$250		\$75				\$325
Dickinson School of Law.....		F.									4,576	645	\$280	235	\$209	\$2,873	\$334	4,576
Wilson College, Chambersburg.....	\$20,000		\$30,000	\$40,000	No.			3,242	\$1,000	\$334	800	125	85	40		550		800
Crozer Theological Seminary (Bucknell Lib.), Chester.....		F.			No.			700		100	100							
Ursinus College, Collegeville.....		F.	54,453		No.				629	7,803	8,432	2,180	831		252	2,475	245	5,983
Lafayette College, Easton.....	12,664	F.			No.		\$1,098			15	1,113	61	112			940		1,113
State Normal School, Edinboro.....		F.			No.			330			330	300	30					330
National Farm School, Farm School.....																		
Pennsylvania College, Gettysburg.....		F.						78	63		141	45				78		123
Philomathean Society.....	1,250																	
Phrenakosmian Society.....											760	537	54	117			20	728
Theological Seminary, Gettysburg.....	14,000	O.			No.			95	750		95	50	20	25				95
Thiel College, Greenville.....		F.																
Grove City College (Carnegie Free Lib.), Grove City.....		O.	32,000	45,000	No.			100		1,825	1,925	1,000	75	45	150	460	195	1,925
Haverford College, Haverford.....		O.			No.													
Junata College, Huntingdon.....	18,327	O.	28,000	35,000	No.				512	412	924	294	73	28	100	737		1,232
Normal School, Indiana.....		F.			No.			2,946			2,946	282	200	75		800		1,357
Franklin and Marshall College (Watts de Peyster Lib.), Lancaster.....	7,500	O.	30,000	40,000	No.			1,000	180	68	1,248	180	105		200	655	25	1,225
Goethean Literary Society.....		O.	15,000	35,000	No.			120			120	30	35		50	8	6	128
Diogenian Literary Society.....		O.	10,000	12,000	No.			45			45	30	9					39
Theological Seminary, Lancaster.....		O.	30,000					1,333			1,333		200			1,133		1,433
Bucknell University, Lewisburg.....		O.																
Lincoln University (Wall Memo. Lib.), Lincoln University.....		O.	25,000		No.			425			425	122	14			100	37	273
London Hall Seminary, Littleton.....		F.																

Central State Normal School, Lock Haven.	F.	5,000	No.	813	199	149	25	490	813
State Normal School, Mansfield.	F.	42,000	O.	1,642	366	100	50	780	780
Allegheny College, Meadville.	F.	32,300	O.	1,400	1,337	215	135	950	1,487
Meadville Theological School, Meadville.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
State Normal School, Millersville.	F.	45,000	O.	1,400	1,337	215	135	950	1,487
Allegheny College, Myerstown.	F.	45,000	O.	1,400	1,337	215	135	950	1,487
Westminster College, New Wilmington.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
St. Mary's College, North East.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Ogontz School, Ogontz School.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Academy of the Sacred Heart (Eden Hall Lib.), Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Board of Education (Pedagogical Lib.), Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Drexel Institute, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Girard College, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Hahnemann Medical College and Hospital, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Jefferson Medical College, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Lutheran Theological Seminary (Krouth Memo. Lib.), Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Pennsylvania Institution for the Deaf and Dumb, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Philadelphia College of Pharmacy, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Philadelphia Divinity School (William Bacon Stevens Lib.), Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Roman Catholic High School, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
St. Joseph's College, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
St. Vincent's Seminary, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Teachers' Institute of Philadelphia, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Temple University, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
University of Pennsylvania, Philadelphia.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Hiddle Law Library.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Allegheny High School, Pittsburgh.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Pittsburgh Theological Seminary, Pittsburgh.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
University of Pittsburgh, Pittsburgh.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Western Theological Seminary, Pittsburgh.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
High School for Girls, Reading.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Mount St. Mary's Seminary, Scranton.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Susquehanna University, Selingsgrove.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Public School, Shenandoah.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
Cumberland Valley State Normal School, Shippensburg.	F.	10,000	No.	1,400	1,337	215	135	950	1,487
State Normal School, Slippery Rock.	F.	10,000	No.	1,400	1,337	215	135	950	1,487

\* Included in column 14.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent en- dowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allocation by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
PENNSYLVANIA—continued.																		
Lehigh University, South Bethlehem.																		
Pennsylvania State College (Carnegie Lib.), State College.	\$7,000	O.	\$150,000			\$2,500		\$4,350	\$175	\$1,000	\$4,350	\$1,050	\$1,575	\$240		\$2,050	\$63	\$5,008
Swarthmore College, Swarthmore.	61,700	O.	50,000					6,500	615	2,685	3,300	3,700	800	600		4,900	250	10,250
Washington and Jefferson College (Memorial Lib.), Washington.	10,000	O.	50,000		No.				600	2,104	2,794	60	100		\$175	1,000	1,617	2,617
Waynesburg College, Waynesburg.		F.	60,000		No.			800		400	2,000	450	100	50		400	65	2,100
State Normal School, West Chester.		O.			No.			1,700			2,100	450	100			1,000		2,100
Westtown Boarding School, West- town.		F.			No.			200			200	200	45	18			16	279
Wyoming Seminary (Bennett Lib.), Wilkes-Barre.		F.			No.			715			715	115				600		715
RHODE ISLAND.																		
Rhode Island State College, Kingston.		F.			No.			1,747			1,747	384	791	261		226	85	1,747
Cloyne House School, Newport.		F.			No.							900	285	115				1,300
U. S. Naval War College, Newport.					No.			1,300		253	1,553	5,549	1,460			9,000	1,268	18,869
Brown University, Providence.	108,221	O.	250,000	\$300,000	No.			6,525	5,534		12,372	5,549	1,460			9,000	1,268	18,869
John Carter Brown Library.	510,111	O.	140,000	165,000	No.				21,825		21,825	11,871	1,928			5,040	1,585	21,457
Moses Brown School, Providence.																		
State Normal School, Providence.								2,725			2,725	1,250	125	200		1,150		2,725
SOUTH CAROLINA.																		
Citadel (The), Charleston.		F.			No.			620			620	250	100			270		920
College of Charleston, Charleston.		O.			No.					175	175				25	150		175
Clemson College, Clemson College.								2,825			2,825	900	200	200		1,825	200	2,825

	3,000	O.	4,000	15,000	No.		550	150	125	825	200	50	75	500	825
Thornwell College for Orphans (Nellie Scott Lib.), Clinton		O.	5,000												
Benedict College (Carnegie Lib.), Columbia	10,000	F.					700			700	150	50		500	700
Columbia Theological Seminary (Smyth Lib.), Columbia		O.	32,000	50,000		4,032				4,032	1,190	408	64	2,302	4,032
Erskine College, Due West	15,000	F.													
Furman University, Greenville		O.	23,000	35,000	No.		842		357	1,229	324	97	30	540	1,021
Vander College, Greenwood		F.							212	712	80	30	10	80	212
Newberry College, Newberry		O.			No.		125		5	130		25		90	115
Chadron University (Lee Lib.), Orangeburg		O.	5,000	15,000	No.				300		100			200	300
Winthrop Normal and Industrial College (Carnegie Lib.), Rock Hill		O.	30,000			3,835				3,835	1,889	210	173	1,783	3,835
Wofford College, Spartanburg		O.	20,000				946			945	300	100	60	400	945
SOUTH DAKOTA.															
Northern Normal and Industrial School, Aberdeen		F.			No.	2,000				2,000	800	200	100	900	2,000
South Dakota State College, Brookings		F.					2,500			2,500	700	200	200	1,300	2,500
Public School, Deadwood		F.					187		25	212	102	69	41		212
Huron College, Huron		F.				1,208			392	1,600	800	100		1,000	1,600
Public High School, Lead		F.								630	154	106	10	360	630
State Normal School, Madison		O.					630								
Dakota Wesleyan University, Mitchell		F.				2,350				2,350	300	175	75	1,800	2,350
Redfield College, Redfield		F.			No.	6,500				6,500	3,000	700	300	2,500	6,500
State Normal School, Spearfish		O.	60,000	70,000											
University of South Dakota, Vermillion		F.	17,000				1,700	150	300	2,150	400	350	(1)	1,000	2,150
Yankton College, Yankton	2,500	O.													
TENNESSEE.															
Athens School, Foster Library (University of Chattanooga), Athens		F.			No.		40		25	65	40	25			65
Webb School, Bell Buckle		O.	500		No.		100		100	* 200		150			200
King College, Bristol		F.													
University of Chattanooga, Chattanooga		F.					950			950	250	57		450	950
Southwestern Presbyterian University, Clarksville		F.			No.		150		5	165		50		100	150
Lincoln Memorial University, Cumberland Gap		O.	* 12,000	22,000	No.				1,475	1,475	900	100	50	400	1,475
Tusculum College, Greeneville		F.			No.										
Union University, Jackson		O.		15,000	No.										
University of Tennessee, Knoxville	22,000	F.	56,000		No.	2,000	2,507	1,577		6,084	1,641	223	395	2,968	6,084
Cumberland University, Lebanon		F.			No.										
Maryville College (Lamar Memorial Library, Maryville)	8,000	O.	6,000		No.		50	400		450	450	(1)	(1)	565	1,015

**4 Included in column 13.**

**Library and gymnasium.**

\* Includes \$100 received for building fund.

Included in column 14.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Amount of permanent en- dowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Income for the last fiscal year.						Expenditures for the last fiscal year.						
						Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
TENNESSEE—continued.																		
Christian Brothers College, Memphis.																		
Milligan College, Milligan.		F.																
Fisk University (Carnegie Library), Nashville.	\$5,994	O.	\$20,000	\$22,000	No.				\$150	\$341	\$791	\$265	(1)	(1)		\$422	\$104	\$791
George Peabody College for Teachers, Nashville.		O.	5,500			\$1,665					1,665	126	\$292	\$203		1,016	28	1,665
St. Cecilia Library, Nashville.																		
Vanderbilt University, Nashville.		F.																
Ward-Belmont School, Nashville.																		
University of the South, Sewanee.		O.	40,000		No.	750				700	1,450	458	204		\$85	750		1,457
TEXAS.																		
Simmons College, Abilene.		F.			No.					500	800	400	60		50	200		710
State School for the Blind, Austin.																		
University of Texas, Austin.		O.	250,000		No.	\$19,000				2,700	21,700	7,000	(1)	1,500	1,200	12,000		21,700
Public High School, Beaumont.		F.			No.	1,575				1,257	2,822	575				1,575	250	2,380
Public School, Cleburne.		F.																
East Texas Normal College, Com- merce.		F.						775			775	450	50		25	250		775
North Texas State Normal College, Denton.		F.	60,000		No.		1,800				1,800	225	75			1,200		1,800
St. Mary's University, Galveston.		O.				185					185	150	25		10			185
University of Texas (Med. Dept.), Galveston.						800				215	1,015							
Southwestern University, Georgetown.		F.	50,000	150,000				3,000			3,000		200	300		1,150		1,650
San Houston Normal Institute (Pea- body Memorial Library), Huntsville.		O.	10,000	11,000		3,500					3,500	1,708	62		200	1,943	168	3,943

	P.		No.		66 <sup>1</sup>	66 <sup>1</sup>	66 <sup>1</sup>	66 <sup>1</sup>	66 <sup>1</sup>	66
Bishop College, Marshall.....	O.	20,000	25,000	No.	383	383	300	26	30	28
Wiley University (Carnegie Library), Marshall.....	O.	20,000	20,000	No.	3,097	3,097	1,000	120	120	60
Southwest Texas State Normal School, San Marcos.....	O.	75,000	100,000	No.	2,840	2,840	1,000	200	200	1,200
Baylor University, Waco.....	O.	75,000	100,000	No.	736	736	700			1,400
Trinity University, Waco.....	O.	75,000	100,000	No.	736	736	700			1,400
UTAH.										
Brigham Young College, Logan.....	P.				1,126	1,271	451	65		725
Utah Agricultural College, Logan.....	P.				3,575	3,575	1,107	240		2,125
Brigham Young University, Provo.....	P.				2,160	2,360	925	126		1,200
Utah State Normal School, Salt Lake City.....	P.				2,000	2,000	700			1,300
Utah State Normal School, Salt Lake City.....	P.	10,000			4,537	5,276	2,313	793	448	2,350
VERMONT.										
University of Vermont (Billings Library), Burlington.....	O.	150,000	175,000	No.	6,700	1,236	2,708	( <sup>1</sup> )	1,019	3,343
State Normal School, Johnson.....	P.			No.	800	300	225	75		200
Middlebury College (Egbert Starr Lib.), Middlebury.....	O.	55,000		No.	3,500	33	961	200	166	1,068
Norwich University (Carnegie Lib.), Northfield.....	O.	12,000	15,000	No.	600	560	75	200	150	60
State School of Agriculture, Randolph Center.....	O.				140	140	40	50		50
VIRGINIA.										
Randolph-Macon College, Ashland.....	O.	11,000		No.	2,065	135	200	292	74	874
Virginia Polytechnic Institute, Blacksburg.....	P.				2,500	12	2,512	500	168	1,620
Bridgewater College, Bridgewater.....	P.			No.	200	14	214	164	18	178
University of Virginia, Charlottesville.....	O.	60,000	70,000	No.	1,750	600	2,200	200	150	1,200
Law Library.....	O.	40,000				438	438			410
Emory and Henry College, Emory.....	P.			No.	2,008		2,008	456	160	1,400
State Female Normal School, Farmville.....	P.	54,150		No.	345	184	529	291	28	50
Coast Artillery School, Fortress Monroe.....	O.		5,000							120
Hampton-Sidney College, Hampton.....	O.	3,071								
Hampton Normal and Agricultural Institute (C. F. Huntington Memo. Lib.), Hampton.....	O.									
Hollins College (Charles L. Cooke Memo. Lib.), Hollins.....	O.	20,000		No.	1,650		1,650	600	( <sup>1</sup> )	1,050
Virginia Military Institute, Lexington.....	O.	36,000		No.	1,119		1,119	342	102	560
Washington and Lee University, Lexington.....	O.	50,000	60,000	No.	2,770	2,770	650	100	55	1,060

\* Item received too late to appear in summary tables.

\* Included in column 13.

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent endowment funds.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institution or society.	Derived from permanent productive funds.	From all other sources.	Total income.	For books and pamphlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
VIRGINIA—continued.																		
Randolph-Macon Woman's College (Jones Memo. Lib.), Lynchburg.			\$20,000					\$2,950			\$2,950	\$1,800	\$150			\$1,000		\$2,950
Medical College of Virginia, Richmond.		O.						800		\$1,000	1,000	200	240	\$200		160		800
Richmond College, Richmond.		O.	40,000	\$60,000	No.						1,628	240	149	62		1,000	\$105	1,560
Union Theological Seminary (Spence Lib.), Richmond.	\$8,000	O.	32,500	40,000	No.			1,178	\$450		221	80	45			500		125
Virginia Union University, Richmond.	3,886	O.	30,000					800	154	67	800	300						800
Roosevelt College, Salem.		O.	10,000	15,000	No.						1,075	300	20	20		700		1,040
Theological Seminary.		O.	6,000	10,000	No.			1,075			1,386	426	103	57		540	200	1,386
College of William and Mary, Williamsburg.	25,000	O.	20,000		No.				1,386		1,386							
WASHINGTON.																		
Public School, Arlington.		F.					\$1,500				1,500	1,000				300	200	1,500
State Normal School, Bellingham.		F.					1,650			3,150	4,800	1,200	200			2,700	300	4,750
City School, Chehalis.		F.					1,000				2,104	948						948
State Normal School, Ellensburg.		F.					2,104				2,104	579	301	24		1,200		2,104
St. Martin's College, Leacey.		F.					150			450	600	200	40			360		600
Washington State College, Pullman.		F.					14,843				14,843	6,278	1,251	1,390		5,624		14,843
Broadway High School, Seattle.		O.	130,000								1,820	200	60			1,560		1,820
University of Washington, Seattle.		O.	60,000				1,820				17,400	6,080	1,100	800		9,420		17,400
Gonzaga University, Spokane.		F.			No.			735			735	160	65					785
Stadium High School, Tacoma.		F.			No.		498				498	313	100	25		60		498
Whitworth College (Mason Lib.), Tacoma.		F.			No.													
Tecoma.		F.			No.			2,795	161	228	3,181	1,028	( <sup>c</sup> )	( <sup>c</sup> )	\$408	1,745		3,181
Whitman College, Walla Walla.	2,000	F.			No.													

**WEST VIRGINIA.**

[illegible]

## WISCONSIN.

19, 595	O.	54,000	64,000	No.		1,441	1,070	809	3,320	1,332	79	21	828	1,082	3,320
Lawrence College (Samuel Appleton Lib.), Appleton.....	F.	50,000				1,300	730	200	2,230	2,420	( <sup>1</sup> )		100		3,320
18, 250	O.					310		300	310	200	50	60			2,420
Beloit College, Beloit.....	F.														300
Hillside Home School, Hillside.....	F.														310
Kemper Hall, Kenosha.....	F.														
University of Wisconsin, Madison.....	F.														
Law School.....	F.														
	F.			Yes \$4,100					4,100	2,500			1,100		3,600
Stout Institute, Menomonie.....	F.	1,500	5,000					2,605	3,054	1,350	168	107	1,380	49	3,054
Milton College, Milton.....	F.			No.		615		169	784	104	78	38	400	166	784
Concordia College (Teachers' and Students' Lib.), Milwaukee.....	F.					600			600	100	( <sup>1</sup> )	80			180
Milwaukee-Downer College (Eliz. L. Green Memo. Lib.), Milwaukee.....						728			728	500	125	101			728
National German-American Teachers' Sem. and German-English Acad., Milwaukee.....	F.														
State Normal School, Milwaukee.....	F.							8,000	8,000	1,240	286	215	2,450		4,191
West Division High School, Milwaukee.....															
Arabut Ludlow Memorial Library, Monroe.....	O.	17,000	20,000			277		51	1,851	518	77	65	781	96	1,673
Nashotah House Library, Nashotah.....	O.	30,000							277	250	27				277
Public School, Oconomowoc.....	F.														
State Normal School, Oshkosh.....	O.			No.				4,061	4,061	1,820	332	109	1,800		4,061
State Normal School, Platteville.....	F.							2,351	2,351	600	188	63	1,500		2,351
Mission House Library, Plymouth.....	F.			No.		25		75	100					25	25
Sacred Heart College, Prairie du Chien.....															
Racine College, Racine.....	F.														
Ripon College, Ripon.....	F.	40,000						50	2,050	550	200	100	1,350		2,200
State Normal School, River Falls.....	F.					2,685			2,685	700	225	110	1,650		2,685
Catholic Normal School and Pio Nono College, St. Francis.....	F.														
Salzmann Library, St. Francis.....	O.	35,000	40,000			200		100	300	200	50	50	650		300
Public School, Sheboygan.....	F.			1,009				65	1,074	336	58	23			1,067
St. Thomas Aquinas Library, Sinsinawa.....	F.					332		200	532	447	84				532

Included in column 12:

TABLE 38.—Financial statistics of school libraries reporting 5,000 volumes and over in 1913—Continued.

Name of library.	Income for the last fiscal year.						Expenditures for the last fiscal year.											
	Amount of permanent en- dowment fund.	Occupancy of building.	Cost of building (exclusive of grounds).	Value of building and grounds.	Mill tax.	Received directly from taxation.	Appropriated by State, county, or city.	Allotment by institu- tion or society.	Derived from perma- nent productive funds.	From all other sources.	Total income.	For books and pam- phlets.	For periodicals.	For binding.	For rent, light, heat, etc.	For salaries of library and building force.	For all other purposes (except for building).	Total expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
WISCONSIN—continued.																		
State Normal School, Stevens Point.....							\$800	\$1,500			\$2,300	\$466	\$196	\$138		\$1,500		\$2,300
State Normal School, Superior.....							2,680				2,680	600	180	200		1,700		2,680
Northwestern College, Watertown.....										\$328	328	201	75	23			\$27	328
Carroll College (Voorhees Lib.), Wau- kesha.....										1,000	2,450	400	87	60		660	1,247	2,454
Public High School, Waukesha.....		F.			No.		200			196	396	306	21	35				362
Lutheran Theological Seminary, Wau- watosa.....		F.			No.													
State Normal School, Whitewater.....		F.						2,433			2,433	566	187	30		1,665	35	2,433
WYOMING.																		
University of Wyoming, Laramie.....		F.		\$75,000	Yes.	( <sup>1</sup> )		2,700			2,700	2,100	400	200		( <sup>2</sup> )		2,700

\* Included in general university expenses.

<sup>1</sup> Included in column 9.

SECONDARY SCHOOLS IN THE STATES OF  
CENTRAL AMERICA, SOUTH AMERICA,  
AND THE WEST INDIES:  
SCHOLASTIC SCOPE AND STANDARDS

By ANNA TOLMAN SMITH  
SPECIALIST IN FOREIGN EDUCATIONAL SYSTEMS  
BUREAU OF EDUCATION



WASHINGTON  
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## LETTER OF TRANSMITTAL

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, June 1, 1915.*

SIR: The new interest which the people of the United States are taking in the countries of Central and South America calls for information not only in regard to their industrial and commercial development, but in regard to their social, civic, and political life, and also information in regard to their schools and their agencies of education, on which all else depends. A knowledge of the means by which these countries are trying to meet the need for education in modern democratic society can not fail to be helpful to us in our efforts to readjust our schools to constantly changing conditions; all problems in education have become in a very real sense international. I therefore recommend that the accompanying manuscript on the *Scholastic scope and standards of secondary schools in the States of Central America, South America, and the West Indies* be published as a bulletin of the Bureau of Education. This manuscript has been prepared by Miss Anna Tolman Smith, the bureau's specialist in foreign educational systems.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

THE SECRETARY OF THE INTERIOR.



## SECONDARY SCHOOLS IN THE STATES OF CENTRAL AMERICA, SOUTH AMERICA, AND THE WEST INDIES—SCHOLASTIC SCOPE AND STANDARDS.

---

### INTRODUCTORY SURVEY.

The States of Central America and South America are in the midst of an industrial development which imparts new impulses to their educational activities. There is at once an awakened sense of the economic bearings of elementary or popular education and of the need of a readjustment of the work of the long-established secondary schools. Efforts in the latter direction are of special interest to other nations, as it is in the secondary schools that the directive classes are educated. Schools of this order determine in great measure the opinions and purposes of the men who control public affairs and promote international sympathies and interests.

Educational reports and periodicals published in the States referred to abound in discussions of the changes that are required to meet the new demands. Many of these discussions reveal merely conscious needs for which as yet no adequate provision can be made. But in a few States the problems are clearly defined and, in particular, definite plans have been adopted for the reform or development of the courses of study in secondary schools.

The official programs afford a clearer idea of the subject, both in the States that have lately revised their courses of secondary instruction and in those which have made no changes, than any general discussions. These programs, it should be said, are not announcements of ambitious institutions, but the expression of matured plans adopted by the educational authorities in full view of public resources and social demands either at the present time or at an earlier period. By reference to the several programs presented below it will be seen that the idea of education as a culture process has not been sacrificed in those of recent date.

For a better understanding of the scholastic work of the schools considered, it is desirable to have in mind certain features of their organization which may properly be called common to the different States.

In all the States secondary education is the preparatory stage to higher institutions and in several instances forms a department

in the university organization. This is notably the case in Uruguay, the University of Montevideo including a faculty of secondary instruction which is charged with administrative functions;<sup>1</sup> the public college of this city is practically an adjunct of the university. This same relation is illustrated by the National Institute of Panama and the college of the University of La Plata.

The public secondary schools are supported by Government funds alone or in combination with provincial and departmental appropriations or by municipalities. The schools may be either for day students solely or include boarding departments. The private colleges which abound in all the States are boarding schools. They are often subsidized and follow in the main the official programs of secondary education.

The course of secondary instruction is generally arranged for six years, covering the ages 12 to 18; in a few States the course may be completed in five years. Pupils may pass from the primary schools to the public secondary schools; as a rule, private secondary schools include a preparatory class for children from 10 to 12 years of age. In several States the successful completion of the secondary studies entitles the student to the bachelor's degree; in other States additional study in a university faculty of letters and philosophy is required before a diploma is obtained.

The institutional life which forms such an important factor in the secondary schools of other countries plays a very small part in the public secondary school of the Spanish-American States. The administrative staff of the schools is usually large, comprising a chief executive (rector or director), a treasurer, secretary, etc. The professors, who are appointed by the government, central or local, are assigned to particular subjects for a definite number of hours, and have no further relation with their classes. As a rule they are men holding university diplomas and engaged in professional practice. This peculiar system, which prevails also in the universities, prevents the close unity of a corporate body, although it brings students into contact with men of affairs. One of the most significant signs of progress in the leading States is the effort to replace this system by that of permanent professors having special preparation for the service.

The features of organization to which attention has been called affect in various ways the general spirit of the schools and the conduct of studies; but the purpose here is to consider mainly the scholastic scope and standards of secondary education as illustrated by official programs. These programs incidentally reveal differences in

<sup>1</sup> See plate of the administration building (frontispiece); original was received from the Uruguayan Government by the courtesy of Dr. Harry Erwin Bard, secretary of the Pan American Society of the United States.

the schools of the different States, but notwithstanding the fact that each State is an independent unity, the differences are not greater than appear in the secondary schools of the different sections of the United States.

The intimate view of the content of secondary education in the States of Central and South America afforded by the particulars which follow is of interest to all persons engaged in promoting international relations, and particularly so to those who must determine the equivalence of the scholastic standards maintained in different countries.

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## CENTRAL AMERICA.

### COSTA RICA.

In Central America, Costa Rica has taken the lead in practical measures for extending the scope of public education and adapting the course of instruction to local conditions. The purpose is promoted by the centralized control of education, which is exercised by an undersecretary in a department including other executive duties. The chief officer of the division of public instruction, however, is generally chosen with regard to his special fitness for that service.

The governors of the five Provinces into which the State is divided are responsible for the execution of the school laws in their respective areas. The immediate direction of public primary schools is committed to Government inspectors, who are responsible to the central authority. Public secondary and higher institutions are directly under the secretary for public instruction.

In the projects of reform submitted to the Congress of Costa Rica in 1913, the importance of unifying the entire scheme of education so that the course of the secondary schools (liceos) should be continuous with that of primary schools and both better adapted to present needs was urged by the undersecretary for public instruction, Señor Brenes-Mesén.<sup>1</sup> Propositions embodying these views were authorized by decrees issued by the President of Costa Rica the same year. Among these was a decree of March 5 reorganizing the plans of study for the Liceo de Costa Rica, the Normal School, and the School of Commerce. There are five public secondary schools in the State, namely, the Liceo de Costa Rica and the Colegio Superior de Señoritas, both at San Jose; the Liceo de Heredia; Instituto de Alajuela; and Colegio de Cartago. The first three institutions are supported entirely by national funds, while the expenses of the last two are met equally by municipal and national funds.

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<sup>1</sup> At present Señor Brenes-Mesén is envoy extraordinary and minister plenipotentiary to the United States from Costa Rica.

The new program for the Liceo de Costa Rica, which fixes the standard for the secondary schools, is as follows:<sup>1</sup>

## STANDARD PROGRAM.

## PREPARATORY COURSE.

Subjects assigned for the year.	Weekly periods.
The mother tongue.....	5
Writing (includes forms of correspondence).....	2
Elementary arithmetic and geometry.....	4
Geography and history of Costa Rica.....	4
Hygiene and physical culture.....	2
Elementary science.....	1
Manual training.....	2
Music.....	2
Drawing.....	2

## HUMANIDADES.

## Secondary course of study.

## FIRST YEAR.

[Minimum: 20 (11 periods obligatory, 9 elective). Maximum: 26.]

Obligatory subjects.	Weekly periods.	Electives.	Weekly periods.
Spanish (Castilian) (I).....	5	English or French (I).....	5
Mathematics: Algebra and arithmetic.....	5	History (I): Ancient.....	4
Hygiene and gymnastics.....	1	Biology (I), botany, and zoology.....	4
		Manual arts (I).....	2
		Drawing (I).....	2
		Music.....	2

## SECOND YEAR.

[Minimum: 24 (10 periods obligatory, 14 elective).]

Obligatory subjects.	Weekly periods.	Electives.	Weekly periods.
Spanish (Castilian) (I).....	5	History (II): Medieval and modern.....	3
Geography.....	4	Mathematics (II): Algebra (II) and plane geometry.....	4
Hygiene and gymnastics.....	1	English or French (II).....	5
		Biology (II), botany, and zoology.....	4
		Physics (I).....	3
		Manual arts (II).....	2
		Drawing (II).....	2
		Writing.....	2
		Music (II).....	2
		Typewriting (I).....	2

<sup>1</sup> Memoria de instrucción pública, 1914, pp. 4-9.

## STANDARD PROGRAM—Continued.

## HUMANIDADES—continued.

## THIRD YEAR.

[Minimum: 25 (13 periods obligatory, 12 elective). Maximum: 34.]

Obligatory subjects.	Weekly periods.	Electives.	Weekly periods.
Spanish (Castilian) (III).....	5	English or French.....	5
Physiology (I).....	3	Mathematics (III): Algebra, solid geometry, goniometry.....	4
Hygiene and gymnastics.....	1	Physics (II).....	4
History (III): Contemporary.....	4	Chemistry (I).....	3
		Drawing (III).....	2
		Manual arts (III).....	2
		Music (III).....	2
		Typewriting and shorthand.....	2
		Civics.....	2

## FOURTH YEAR.

[Minimum: 28 (7 periods obligatory, 21 elective). Maximum: 37.]

Obligatory subjects.	Weekly periods.	Electives.	Weekly periods.
Spanish (Castilian) (IV).....	5	English or French (IV).....	5
Civil government.....	2	Mathematics: Advanced algebra and trigonometry.....	4
		Chemistry (II).....	4
		Physiology (II).....	2
		Geology and meteorology.....	3
		Drawing (IV).....	2
		Political economy.....	2
		Typewriting (III).....	2
		Manual arts (IV).....	2
		Music (IV).....	2

## FIFTH YEAR.

[Minimum: 18 (6 periods obligatory, 12 elective). Maximum: 29.]

Obligatory subjects.	Weekly periods.	Electives.	Weekly periods.
Science of health.....	2	Calculus and analytical geometry.....	2
Manual arts.....	2	General literature.....	4
Typewriting.....	2	Logic and debate.....	2
		General biology.....	3
		Elements of sociology.....	3
		History: Historical investigation.....	5
		Anthropogeography.....	3

In order to enter the liceo, pupils from the primary schools must pass through the preparatory year, which forms the link between primary and secondary instruction.

The important change effected by the program of 1913 consists in systemizing the studies. By means of the obligatory subjects all students secure a common basis of general knowledge of which a culture language (Castilian) with its literature is the chief element. The elective studies are grouped by means of the final examination so that a student is directed in his choice by considerations of his

ultimate purpose. The relations are indicated by the numbers in parentheses.

In the first, second, and third years of the secondary course an elective subject is not given unless at least 10 students request it, and in the fourth and fifth years unless at least 5 students take it.

The degree of bachelor of humanities (Bachiller en Humanidades) is conferred upon students who finish the full course of five years and pass an examination. The subjects of the examination and their relative values are as follows:

OBLIGATORY SUBJECTS (VALUE 14 UNITS).

	Units.
Castilian.....	5
Arithmetic and geometry.....	1
French or English.....	3
Contemporaneous history.....	1
Sanitary science and hygiene.....	1
Public administration.....	1
Typewriting.....	1
Manual training.....	1

The electives are grouped for the examination as follows:

ELECTIVES.

First group, 16 units.	Second group, 17 units.	Third group, 16 units.
Mathematics, I-V. Physics, I, II. Chemistry, I. General biology, I. Geology and meteorology, I. Geography, I. Manual training, I, II. Drawing, I, III.	Biology, I-III. Physiology, I, II. Hygiene, I-III. Chemistry, I, II. Physics, I, II. Geography, I. Gymnastics, I, II. Drawing, I, II.	French or English, I-III. Logic and debate, I. History, I-IV. Geography, I. Elements of sociology, I. Political economy, I. General biology, I. Civics, I. Drawing, I. Music, I.

The 33 units required for the pass mark can be completed from the following subjects: Manual training, II and III; drawing, II-IV; music, I-IV.

PANAMA.

In various ways the closer relations that have been promoted between the United States and Central America are affecting educational practices and standards in the latter. An interesting example of these relations is afforded by the call of Dr. Edwin G. Dexter from the United States to take charge of the Instituto Nacional of Panama. It is the intention of the Government that this shall become a central university, drawing students from the neighboring States. Following the usual custom in Latin-American States, a secondary course

of instruction is provided under the general direction of the institute. This secondary school, the liceo, is arranged in two cycles, after the model of the French lycée, each cycle covering a three years' course. The program provides for the traditional studies in Latin-American schools with the introduction of Latin as an alternative to French and with greater stress than usual upon English. The scheme of study and the relative time given to each branch are shown in the following conspectus:

## PANAMA.

## NATIONAL INSTITUTE.

*Program of studies for the liceo.<sup>1</sup>*

Subjects.	Number of lessons a week.					
	Cycle I.			Cycle II.		
	First year.	Second year.	Third year.	First year.	Second year.	Third year.
Philosophy.....					3	3
Castilian.....	5	5	5	5	5	5
English.....	3	3	3	3	3	3
Latin or French <sup>2</sup> .....		2	2	4	4	4
Geography.....	2	2	2	3		
History.....	2	2	2	3		2
Mathematics.....	6	5	5	4	3	3
Physics and chemistry.....		3	3	3	3	
Natural sciences.....	2	2	2	2	2	2
Physiology and hygiene.....	1	1				
Civics.....		1		1	1	1
Bookkeeping.....			3			
Manual training.....	2	2	2	2	2	2
Singing.....	2	2	2			
Total <sup>3</sup> .....	25	30	31	30	28	25

<sup>1</sup> Panama: Informe, Secretario de Estado en el Despacho de Instrucción Pública, 1914. pp. 29-31.

<sup>2</sup> Optional in the first cycle.

<sup>3</sup> In addition to the subjects tabulated drawing and gymnastics occupy each 2 periods a week throughout the first and second cycles.

Significant features of the program are the prominence given to English and the introduction of Latin as an alternative to French. The decree authorizing the liceo was issued in 1913, hence time has not sufficed for students to reach the second cycle.

The Instituto Nacional is to be comprehensive in scope, and in addition to the liceo, or secondary school, comprises a normal school and a commercial school; all of these will be adjuncts of the university, for which plans are now in progress.

## SAN SALVADOR.

In his official report for 1913 the minister of education for San Salvador dwells upon plans for improving the course of study and the standards of the national institute situated at the capital. This school has had more than local prestige, and it is the purpose of the authorities to bring it into accord with the new demands that are

arising. Complaint has been made, in particular, that students presenting themselves for examination to enter the lowest class of the institute were not sufficiently prepared; the new plan of studies includes a preparatory or complementary course which pupils from the ordinary primary schools must pass through in order to enter upon the true course of secondary studies. The program recently developed is similar as regards the subjects of instruction to that arranged for the Panama institution with the omission of Latin.

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## SOUTH AMERICA.

South America comprises 10 independent States, which, with the exception of Brazil, were originally Spanish colonies. The systems of secondary and higher education retain some characteristics derived from the early colonists, although they have been more largely influenced by French theories and models. In order to avoid needless repetitions, selection is here made of a few official programs of secondary education which adequately illustrate its scope and standards in all the States.

### ARGENTINA.

#### RECENT MEASURES PERTAINING TO SECONDARY EDUCATION.

The subject of secondary education has occupied the serious attention of the Government of Argentina for several years, and in December, 1911, several decrees were issued by the President of the Republic providing for the better administration and closer organization of the national secondary schools (colegios).

A decree of December 15 provided for the creation of a new division in the ministry of public instruction for the service of secondary education. The division was organized under the charge of a director general, with whom was associated an assistant director. The force was completed by subordinate officials and clerks. Ten inspectors were also authorized for the official supervision of the schools themselves.

The qualifications for the chief officials in this division were carefully determined by the decree; in particular it was required that candidates for the positions of director and subdirector should be at least 30 years of age and should have had not less than six consecutive years' experience either as professors or education officials.

A second decree of the same date determined in detail the requirements for the administrative authorities of secondary schools (rectors, vice rectors, directors, and vice directors), and also those for professors of secondary education.

The requirements for professorships as set forth in the decree illustrate the new conception of that service which is gradually developing in the most progressive States.

In general, positions in secondary education have been held by men engaged in professional duties quite apart from education. The present tendency is to regard teaching even in the higher institutions, as a profession having its recognized standards of qualification and chief claim upon the mind and time of the incumbents. In accordance with this idea the recent decree in Argentina provides that candidates for professorships in the secondary schools shall present a "diploma of capacity" issued by one of the following institutions: The pedagogical section of the University of La Plata, the National Institute for Secondary Professors, the Normal School for Professors of Living Languages, the Normal School of Physical Education, the National Academy of Fine Arts, or other institutions which prepare candidates for positions in secondary education.

Candidates for the professorships in national history, civics, and morals must be citizens of Argentina, natural or adopted. In the latter case they must have had at least 10 years' experience in the service.

The decree also provides for professors who have not secured the diplomas above mentioned, but who have already served at least five consecutive years in the university faculties or as professors in secondary schools. Those who have served for 10 years may obtain a diploma from the minister of public instruction, which will give them the same rights and privileges as those conferred by the institutions mentioned.

#### ORGANIZATION OF SECONDARY INSTITUTIONS.

A decree was issued by the President on February 12, 1912, determining the classification of secondary schools (*colegios*) and the subjects of instruction and duration of courses for the different classes. This decree is as follows:<sup>1</sup>

#### CLASSES OF COLLEGES AND DURATION OF COURSES OF INSTRUCTION.

ARTICLE 1. Secondary education shall be general or professional. The former is to be given in national colleges for one or the other sex, and the latter in establishments having specific purpose.

ARTICLE 2. The national colleges shall comprise two classes: Elementary colleges having a four-year course, and superior colleges having a course of six years. Elementary colleges may be established in places having more than 15,000 inhabitants; the superior colleges shall be established at the Federal capital, the capitals of Provinces, whatever their population may be, and in towns of more than 30,000 inhabitants.

<sup>1</sup> Ministerio de Justicia e Instrucción Pública. Dirección general de enseñanza secundaria y especial, 1913. pp. 17-18.

## PURPOSES.

ARTICLE 3. The purposes of the national colleges are (a) to give to the pupils solid and well-balanced knowledge, general scientific and literary, and to develop in them the intellectual and moral, physical, and esthetic faculties which shall fit them for the active duties of society, or for the successful pursuit of higher studies; (b) to form their characters and inculcate in them the sentiment of patriotism and the desire to cooperate in the effort to realize the ideals of the nation and of humanity.

## SCOPE OF THE INSTRUCTION.

ARTICLE 4. The minimum course of study in the national colleges shall be as follows:

PLAN OF STUDIES.<sup>1</sup>

## A.

## FIRST YEAR.

## I.

Subjects.	Hours a week.
Spanish (Castilian). Reading and composition. (a) Pronunciation and orthography; (b) purifying and enriching vocabulary and forms.....	3
History. Brief summary of the history of the ancient Orient and of Greece, Rome, and the Middle Ages.....	4
French.....	4

## II.

Mathematics. Plane geometry, 2 hours; arithmetic, 3 hours.....	5
Geography of Europe, general, and detailed for selected countries.....	3

## III.

Drawing. Lineal and ornamental.....	2
Penmanship.....	2
Gymnastics. Systematic games and exercises for developing the physique.....	2

25

## SECOND YEAR.

## I.

Subjects.	Hours a week.
Spanish (Castilian). (a) Analysis; (b) purifying and enriching vocabulary and forms.....	3
History. Modern and contemporary.....	3
French.....	3
English.....	4

## II.

Mathematics. Plane geometry, 2 hours; arithmetic and accounts, 2 hours.....	4
Biological sciences. Zoology and botany.....	3
Geography of Argentina.....	3

<sup>1</sup> From decree of the minister of public instruction, February 16, 1912. (Official copy.)

## III.

Subjects.	Hours a week.
Drawing. Lineal and ornamental.....	2
Penmanship.....	1
Gymnastics <sup>1</sup> .....	2
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## THIRD YEAR.

## I.

Subjects.	Hours a week.
Spanish (Castilian). (a) Syntax and elements of linguistics and etymology; (b) purification and enrichment of vocabularies and forms.....	3
History, Argentine.....	4
Civics and the national constitution.....	2
French.....	3
English.....	4

## II.

Mathematics. Plane geometry, 2 hours; algebra, 2 hours.....	4
Biological sciences. Zoology and botany.....	3
Geography. North and South America.....	2

## III.

Drawing. Drawing of natural forms and simple study of works of art.....	2
Gymnastics <sup>1</sup> .....	2
	<hr/> 29

## FOURTH YEAR.

## I.

Subjects.	Hours a week.
Philosophy. Concepts; general problems, division, methods, etc., of psychology, logic, ethics, sociology, and metaphysics.....	3
Literature. Literary theories; study of the literature of Argentina and of Spanish America.....	3
History. America and Argentina.....	3
French.....	3
English.....	4

## II.

Mathematics. Geometry of space, 2 hours; algebra, 2 hours.....	4
Physics and chemistry. Elements of both sciences; their laws and general problems; their division, etc.....	2
Biological sciences. Anatomy, physiology, and hygiene.....	3
Geography. Asia, Africa, and Oceania.....	2

## III.

Drawing. Drawing of natural forms and simple study of works of art.....	2
Military exercises.....	2
	<hr/> 31

<sup>1</sup> Same as first year with extensions.

## HIGHER COLLEGES (FINAL COURSE).

## B.

## FIFTH YEAR.

Subjects.	I.	Hours a week.
Philosophy. Logic and critique of knowledge, psychology.....		3
Literature. History of Castilian literature.....		3
History. History of America and Argentina since 1810.....		2
Latin.....		6
Italian.....		2

## II.

Mathematics. Geometry of space, 2 hours; algebra, 3 hours.....	5
Physics. Mechanics, acoustics, and heat.....	3
Chemistry. Inorganic chemistry and mineralogy.....	4
General geography and geology.....	2

## III.

Military exercises.....	2
	<hr/> 32

## SIXTH YEAR.

Subjects.	I.	Hours a week.
Philosophy. Ethics, sociology, and metaphysics.....		2
Moral and civic instruction. Comparative study of the national constitution; duties and rights of the citizen.....		1
Literature. Epitomes of French, Italian, English, and German literatures.....		3
History. Argentine history from 1810 to 1910; summary of the history of civilization and human culture.....		4
Latin.....		6
Italian.....		2

## II.

Mathematics. Trigonometry, 3 hours; cosmography, 2 hours.....	5
Physics. Optics, magnetism, and electricity.....	3
Chemistry. Organic and analytic chemistry.....	4

## III.

Military exercises and gun practice.....	2
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## A NEW DEPARTURE.

The University of La Plata, which is the youngest and most modern institution of higher education in South America, includes in its organization a secondary or preparatory school. The latter represents a new departure in respect both to its scholastic scheme and its general conduct. While the curriculum does not differ radically, in respect to the studies included, from that of other colleges in the State, the equipment for scientific studies is unusually

complete, and the professors have been chosen with special reference to their familiarity with scientific methods. Hence the spirit of the instruction is thoroughly modern. For the boarding department the home unit idea has been adopted, separate residences having been provided, each of which accommodates about 35 students. These homes contain dining hall, kitchen, clubroom, library, and individual bedrooms for each of the inmates. The buildings are in the midst of a fine campus, affording ample opportunity for sports and physical exercises, which are conducted much after the plan of those of the English public schools.

### URUGUAY.

#### PROPOSED REFORMS.

In Uruguay, as in several other South American States, secondary education is under the immediate direction of the university authorities, which include a council (*consejo de la sección de enseñanza secundaria y preparatoria*) charged with the development of courses of instruction for the secondary schools and their adjustment to the programs of the primary schools and the higher institutions. The reform of secondary education has been a subject of serious deliberation in the council for several years. The most important result thus far accomplished is the law bearing date January 5, 1912, as set forth in a presidential decree of February 16, 1912.<sup>1</sup> This decree provided for the establishment of a departmental liceo in the capital city of each department, as soon as the necessary arrangements could be made. For admission to these liceos it was required that the candidate should give proof of having completed the entire course of the rural primary schools, or the fifth year of the urban primary schools, or should pass an examination in the following subjects: Arithmetic, geography, grammar with composition, geometry, national history, and the constitution of the Republic.

#### COURSE OF STUDY.

The plan of studies for the departmental liceos previously recommended by the council was sanctioned by the decree. This plan, which is given below, is tentative and may be modified to suit local conditions. The studies assigned for each year of the course occupy one period daily or on alternate days, a day's session comprising five hours. The alternate subjects may form half-year courses if preferred.

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<sup>1</sup> See *Anales de la Universidad*, 1912-13. Pp. 350-366.

## THE DEPARTMENTAL LICEOS (SECONDARY SCHOOLS).

OFFICIAL PROGRAM.<sup>1</sup>

First year.	Second year.
Castilian grammar and idioms. Mathematics (arithmetic and algebra). French. Natural history (zoology and zoography). History, American and national. Geography. Drawing.	Castilian. Mathematics (algebra and geometry). French. English or German. Natural history (botany and mineralogy). Universal history. Geography. Physics and chemistry. Drawing.
Third year.	Fourth year.
Castilian idioms and literature. French. English or German. Mathematics. Physics and chemistry. Natural history. Universal history. Typewriting. Drawing.	Literature. French. English or German. Universal history. Civics. Cosmography. Drawing. Typewriting. Bookkeeping. Drawing.

Gymnastics and physical training are maintained throughout the four years of the course.

## PURPOSE.

The departmental liceos have been created for the purpose of increasing the public provision for secondary education and correlating its programs with those of the public primary schools forming thus a continuous plan of study as do the courses of instruction in the graded and high schools of the United States.

The liceos are open alike to boys and girls, but the need of special arrangements for girls is indicated by the creation of a section of the university council to consider the interests of young women as related to both secondary and preparatory studies. By order of the minister of public instruction Doctora Señiorita Clotilde Luisi was appointed dean of this section December 16, 1912.

The admission of pupils to the liceos who have finished the three-year course of the rural primary schools or the fifth year of the urban primary schools makes it possible for the transfer to take place in the case of children too young or not sufficiently prepared to enter with profit upon the secondary studies. Such pupils are found to be at a disadvantage as compared with those who enter the liceos by exami-

<sup>1</sup> Anales de la Universidad, 1912-13, pp. 191-194.

nation, which is not open to candidates under 12 years of age. This experience agrees with the tendency in older countries to make 12 years the lower age limit of secondary studies.

The departmental liceos of Uruguay, it should be recalled, have only been in existence two years and have not yet passed the experimental stage. The first report of their operations was made in January, 1914, at which time they numbered 18, with a registration of 969 students. Of the total schools, 11 had completed the first and second years of the course and 7 the first year only. The report of their work has already led to proposed modifications, having special reference to raising the standard of admission and relieving the over-crowded programs.

#### RELATIONS TO HIGHER EDUCATION.

The significance of this recent departure in Uruguay, in a comparative view of secondary education in different countries, is found in the relation of the local liceos to higher institutions. In the law and decree creating the liceos it is distinctly set forth that they are not intended to prepare students for the university faculties. They give the basis, however, for such preparation which must be completed by the courses of study required for admission to each faculty.

The studies of the liceos lead to a certificate (*certificado de suficiencia liceal*) which is conferred upon the students who complete the course and pass the annual examinations. The law provides that this certificate shall admit a student to the schools of commerce, agriculture, and veterinary surgery, and it will have value for those who would enter upon the courses of study preparatory to the specialized faculties, although it does not exempt them from other tests. It appears, then, that the course of secondary instruction in Uruguay, using the term in its broad sense covering the entire work of general education from the elementary school to the university, comprises the work both of the liceos and the so-called preparatory studies. The latter are determined by the university council charged with the double interest, which includes representatives of the several faculties. The period of preparatory study and the branches comprised are determined for each faculty separately.

#### STUDIES PREPARATORY TO THE UNIVERSITY FACULTIES.

Provision for the courses of study required for entrance to the university faculties is made in three institutions at Montevideo, namely, Instituto Universal, Instituto de Enseñanza Secundaria, and the liceo. Government scholarships are offered in each department to assist pupils of the local liceos to continue their studies at the capital with a view of ultimately preparing for professional careers.

According to the latest regulations, the period of preparation following the four years of the secondary course ranges from one year required for the studies that lead to the university courses for notary public and odontology to three years required for preparation for the faculties of law, medicine, engineering, and architecture. The preparatory courses of three years' duration include as common subjects an extension and deepening of the literary and historical studies included in the secondary course. To these are added branches determined by the subsequent professional courses. The complete course of preparatory studies prescribed for admission to the faculty of law is as follows: (I) Literature; (II) universal history, in particular Roman and contemporaneous history and philosophy of history; (III) American history; (IV) theoretic and practical courses in physics, chemistry, natural history, and cosmography; (V) philosophy; (VI) practical courses in French and English or German; (VII) physical exercises.

In the courses preparatory to the medical faculty special stress is placed upon the sciences, i. e., natural history (zoology, zoography, botany, and anthropology); physics; chemistry; drawing in connection with the science studies.

Students who finish the entire course of secondary and preparatory studies may be admitted to the university examinations for the degree of bachelor. It will be observed that the entire course preparatory for this degree is quite as extensive as the customary college course in the United States, but differs essentially from that in the absence of the classical languages, Latin and Greek. The proposition to create in the university a faculty of letters and philosophy is under consideration, and it has been proposed to include the classics in its program.

## CHILE.

### CLASSIFICATION OF SECONDARY SCHOOLS.

The main features of the administration and organization of the public secondary schools of Chile were determined by law of January 9, 1879. In accordance with the provisions of this law the secondary schools (liceos and colejos) are of two classes, first and second. The former offer a complete course of instruction covering six years; the latter class, which includes the Instituto Nacional at Santiago de Chile and the liceos of the Province of Tacna, concentrate on the last three years of the course. A preparatory section provided for in the plan of the liceos comprises a three-year course of study including the following branches: Spanish (Castilian), mathematics, French, geography and history, object lessons, drawing and writing, and religion.

The course of secondary instruction (humanidades), authorized by a decree of January 2, 1912, is as follows:

PROGRAM OF HUMANITIES.<sup>1</sup>

## FIRST, SECOND, AND THIRD YEARS.

	Hours a week.
Spanish (Castilian).....	4
French.....	3
English or German.....	3
Mathematics.....	4
Natural sciences.....	2
History and geography.....	3
Drawing and penmanship.....	3
Religion.....	2
Manual work.....	2
Singing and gymnastics.....	3
	<hr/> 29

## FOURTH YEAR.

	Hours a week.
Spanish (Castilian).....	4
French.....	3
English or German.....	3
History and geography.....	4
Mathematics.....	4
Natural sciences.....	2
Physics and chemistry.....	2
Civic instruction.....	2
Religion.....	1
Drawing <sup>2</sup> .....	2
Manual work.....	2
Singing and gymnastics.....	3
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## FIFTH AND SIXTH YEARS.

	Hours a week.
Spanish (Castilian).....	3
Philosophy.....	2
French.....	3
English or German.....	3
History and geography.....	3
Mathematics.....	3
Natural sciences (hygiene).....	2
Physics.....	2
Chemistry.....	2
Civic instruction.....	2
Religion.....	1
Drawing <sup>2</sup> .....	2
Manual work.....	2
Singing and gymnastics.....	3
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<sup>1</sup> Anuario del Ministerio de Instrucción Pública. Recopilación de leyes y reglamentos relativos a los servicios de instrucción superior, secundaria y especial, 1912. pp. 290-294.

<sup>2</sup> Optional.

Applicants for admission to the lowest class of a liceo must not be less than 10 years of age nor more than 13, and must give proof that they have mastered the studies of the primary schools; for admission to higher classes the candidate must pass an examination in the studies of the lower. The council of public instruction has the sole right of deciding on the admission of girls to a liceo intended for boys. On account of the increasing number of young women who desire to follow professional careers, a project for raising the standards of the public liceos for girls has been submitted to the Government.

Students who complete the course in humanities may matriculate in the faculties of philosophy and letters as candidates for the degree of bachelor.

### PERU.

#### ATTEMPTED REFORMS.

Peru was one of the earliest States in South America to undertake a general reorganization of its system of education in view of modern requirements. With this purpose in view, a special commission was appointed in 1910, and an expert from the United States <sup>1</sup> was called in to aid the work of the commission by advice and suggestions. As a result of the deliberations of this body a comprehensive plan was submitted to the Government which provided, among other matters, for important modifications of the system of secondary education. Before final action could be taken political changes prevented the consummation of the project. It was evident, however, that all parties favored to some extent the changes recommended, and while the general plan of recasting the system of education failed, improvements have gradually been made in all departments of the system.

#### PRESENT STATUS OF THE SECONDARY SCHOOLS.

There are at present 27 secondary schools (colegios) maintained by the Government, 3 of which are for girls exclusively. The course of study for the colegios for boys is uniform throughout the country, and comprises the same subjects as those in the programs previously cited, with the addition of the elements of church doctrine. The duration of the entire course is four years, which, it is admitted, is too brief for the variety and range of studies attempted; improvements are taking place in the direction of reducing the amount of each study and making the instruction more intensive. This course of study is in direct continuation with that of the public primary schools, and therefore the period of secondary-school studies is comparable with that of the high schools in the United States as regards

<sup>1</sup> The choice fell upon Dr. H. E. Bard, who had had experience in educational administration in the Philippines.

duration; this likeness is increased by the fact that the universities of Peru include faculties of letters and science or philosophy; the curricula of these faculties is arranged for three years, and is in direct continuation of the course in the secondary schools. The bachelor's degree can be obtained at the end of two years of study in the faculties named. The third year is regarded as postgraduate and leads to the degree of doctor.

#### VENEZUELA.

The reorganization of the system of education has been undertaken recently by the Government of Venezuela on a broader scale than the similar effort in other South American States. The endeavor was preceded by investigations of school systems in foreign countries, and the conclusions finally reached by the committee were submitted to the National Congress, with an exhaustive report on the defects of the existing system and the grounds for the changes proposed. The recommendations of the committee were in the main approved by the National Congress in its session of 1912-13, and instructions were issued authorizing the minister of public instruction to adopt measures for carrying the reforms into effect. The present is, therefore, a time of change and experiment, preliminary to final adjustments which must work out gradually.

Secondary education is the province of colleges, classified by their sources of support as Federal, municipal, and private. The aim of all these institutions was originally that of preparing students for university matriculation or examinations, but the pressure of modern demands has caused other purposes to be considered, and hence the courses of study have been extended to include subjects special to commercial business, such as stenography, bookkeeping, commercial geography, etc., or in the direction of science courses required by students looking toward agricultural and mining pursuits.

For the scholastic session 1913-14 new programs were issued by the minister of public instruction for the Federal colleges. These programs were not intended to make a decided break in the established courses of study, but to systematize them. The entire scheme of study is organized in two sections—the preparatory, covering two years, and the course of philosophy, covering four years. The preparatory course is correlated with the six-year course for the graded primary schools and with the latter forms a fairly adequate preparation for commercial and business pursuits. The course of philosophy, or baccalaureate course, prepares candidates for the examination for the bachelor's degree, which is conducted by a university board on which the professors of secondary education are represented.

The new scheme for the secondary schools (*colegios*) will be seen by the following conspectus, which comprises two elements—the sub-

years of study and the hours assigned for each subject. On account of the various changes suggested, the time element indicates only the time required for each subject as compared with others in the course. It could be stated further that the time allowed for each branch of the curriculum would not be a review of the previous work in the preceding two-thirds for the former and one-third for the latter.

#### CURRICULUM PROGRAM

#### SENIOR AND JUNIOR A. B. DEGREE

#### SENIOR DEGREE

COURSE	First year	Second year
	Hours	Hours
Latin or Spanish	4	4
Mathematics and natural sciences	4	4
Philosophy	4	4
History	4	4
Geography	4	4
Physical and natural sciences	4	4
Political and social sciences	4	4
Art and literature	4	4
Physical and natural sciences	4	4
Political and social sciences	4	4
Art and literature	4	4
Total	28	28

#### COURSE OF PHILOSOPHY

COURSE	First year	Second year
	Hours	Hours
Latin or Spanish and natural sciences	4	4
Mathematics	4	4
Philosophy	4	4
History	4	4
Geography	4	4
Physical and natural sciences	4	4
Political and social sciences	4	4
Art and literature	4	4
Physical and natural sciences	4	4
Political and social sciences	4	4
Art and literature	4	4
Total	28	28

#### COURSE OF PHILOSOPHY

COURSE	Third year	Fourth year
	Hours	Hours
Latin or Spanish (history and history)	4	4
Mathematics and philosophy	4	4
Philosophy	4	4
History and anthropology	4	4
Philosophy	4	4
Mathematics and philosophy	4	4
Total	28	28

The program given above differs from those previously cited by the inclusion of short courses in Latin and Greek. The purpose of these courses as indicated by the elaboration of individual subjects in the official instructions is to acquaint the students with their relation to the Spanish language. The Latin language, in particular, is treated in its relation to the origin and early development of the Spanish language.

The endeavors of the Venezuelan Government to perfect the organization of the school system and to raise the scholastic standards have excited wide attention; in his report for 1914 the minister notes with satisfaction that, following the example of other foreign countries, the Spanish Government has announced that the baccalaureate conferred in Venezuela will be recognized as equivalent to the corresponding Spanish diploma for admission to the universities of Spain.<sup>1</sup>

### BRAZIL.

#### DISTINCTIVE CHARACTERISTICS.

Brazil comprises 20 States, 1 National Territory, and 1 Federal District, covering an area greater than that of the United States, exclusive of the outlying possessions. Each State of the Republic of Brazil has independent management of its primary and secondary schools. The direction of higher education throughout the country has been reserved to the Central Government, which also has entire control of education in the Federal District and the Territory. The extent and varied character of the country, a part of which has scarcely yet been explored, the sparse and mixed population, and the independence and the undeveloped resources of the constituent States all combine to prevent the general diffusion of education. There are, however, centers of progress, especially in the eastern section of the country, in which schools are flourishing and high standards are maintained. In these centers two tendencies are noticeable—one growing out of modern conditions, the other resulting from the early relations of the country with Portugal and the ideals fostered at the capital during the long reign of Dom Pedro II.

The first tendency referred to is illustrated by the excellent systems of graded schools in Rio de Janeiro, Sao Paulo, Bahia, and several other eastern cities. These systems include high schools of modern type leading to various classes of vocational schools—commercial, agricultural, etc. The older influences have affected particularly the provinces of secondary and higher education, which before the rise of public schools were regarded as a privilege of the upper classes. This traditional relation still prevails to a great extent, and hence the

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<sup>1</sup>Memoria, 1914. Vol. 1, p. LXX.

secondary schools maintain the earlier ideals of culture, leaving to the modern public schools the work of preparing students for practical careers. This distinction is promoted by the peculiar system of higher education. Brazil has no university, but in its place professional faculties which are situated in different cities, and therefore have no organic union.

Naturally the requirements for admission to the distinct faculties have chief effect in determining the courses in secondary education, which as a rule is the province of private colleges, either secular or clerical in character. Since the Central Government has control of higher education, it exercises a certain unifying influence over the secondary schools, but this influence is somewhat lessened by reason of the special character of the faculty groups. There is, however, a strong unifying influence coming from the long-established ideals of culture.

One of the oldest secondary schools in the country is the Collegio Pedro II at Rio Janeiro, now generally known as the *Gymnasio Nacional*. The official program of this institution may be taken as a type of secondary education in Brazil. The subjects which it comprises and the relative value given to each are shown in the following conspectus:

**GYMNASIO NACIONAL AT RIO DE JANEIRO.<sup>1</sup>**

**DAILY PERIODS ALLOTTED.**

Subjects.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.
<b>Maternal language:</b> (Portuguese).....	3	3	3	3	.....	.....
<b>Foreign languages:</b>						
English or German.....		3	3	4	.....	.....
French.....	3	3	3	.....	.....	.....
Latin.....	.....	.....	.....	.....	5	5
Greek.....	.....	.....	.....	.....	3	3
<b>Mathematics.....</b>	4	4	4	6	.....	.....
<b>History.....</b>	.....	.....	.....	.....	4	4
<b>Civics.....</b>	.....	.....	.....	.....	.....	3
<b>Geography.....</b>	3	3	3	.....	.....	.....
<b>Natural science.....</b>	.....	.....	.....	.....	3	3
<b>Hygiene.....</b>	.....	.....	.....	.....	3	.....
<b>Physics and chemistry.....</b>	.....	.....	.....	.....	3	3
<b>Drawing.....</b>	3	3	2	4	.....	.....
<b>Physical training.....</b>	3	3	3	3	.....	.....
<b>Total.....</b>	19	22	21	20	21	21

<sup>1</sup> Ministerio da Justica e negocios interiores. Regulamento do Collegio Pedro II, 1911.

The purpose of the *Gymnasio Nacional* is to provide a well-balanced course of study cultivating and at the same time practical in character. The institution is organized for both day and boarding students, the latter, however, being limited to the first four years of the course. The distinctions between the studies and those of the Spanish-American States pertain chiefly to language.

Portuguese, the native tongue, and French occupy equal time during the first three years of the course. Choice between English and German is allowed in the second year and continues to the fifth year, when Latin and Greek are introduced.

The mathematical course for the last three years comprises algebra through the binomial theorem and the general principles of the formation and solution of equations; geometry, plane and solid; and rectilinear trigonometry.

In the final examination in mathematics new problems are offered embodying the principles that have been studied during the course.

The final tests in Latin and Greek consist of translations of passages taken from some one of the authors studied during the two years, and also passages selected for sight translation.

Students who pass the examination successfully receive a diploma (certificado do curso fundamental). This certificate or its equivalent admits a student to the university faculties.

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#### THE REMAINING STATES.

This survey of the scope of secondary education in the Latin-American States has been based upon official programs taken as a rule from reports of the States in which the course of study has recently been reorganized. The survey would be incomplete without considering the extent to which these examples are typical of corresponding courses of instruction in the remaining States.

In respect to Central America it may be said that all systems of education are in a transition stage. It should be noted, however, that a formal agreement for the unification of primary and secondary instruction has been signed by the Governments of the five States of Central America, which may be taken as a guaranty that common standards will prevail. The secretaries of public instruction in all these States have recently emphasized the importance of maintaining secondary education at a high degree of efficiency, not only because of its relation to the general welfare, but also because of its effect upon the standards of university education.

The remaining States of South America are all actively engaged in improving education within their borders, although their efforts have been more particularly directed to increasing the provision for primary education and the establishment of special schools of agriculture, mining, etc.

The secretary of public instruction for Colombia, in his report for 1913, calls attention to recent developments in the Colegio Nacional de San Bartolomé, the only secondary school for boys in the State which depends upon the ministry. The secretary states that during

the year covered by his report the literary studies of the school were conducted in a very satisfactory manner. In response to the pressure of modern demands the subjects of natural history, physiology, and the experimental sciences have been introduced, and in order to provide for practical instruction in these matters a museum has been founded in the college and is in charge of Prof. Miguel Gutierrez, S. J., who is well known for his scientific attainments. This institution prepares students for the bachelor's diploma, as do also the departmental colleges in this State.

The report of the minister of public instruction of Ecuador for the year 1913 calls attention to resolutions submitted by a committee of the professors of secondary education to the superior council. These resolutions emphasize the need of professors specially qualified for the service of the secondary schools and also the importance of a more thorough systematization of the course of study. The report also presents a model time-table for secondary schools which corresponds, as regards the subjects included, with those already given, excepting that for philosophy in the fifth and sixth years psychology and ethics are substituted.

During the present year the Government of Bolivia commissioned Señor Georges Rouma, director general of primary, secondary, and normal schools in the State, to take measures for reorganizing the system of education. The preliminary measures include requests to foreign Governments for full information as to the administration and conduct of schools in their respective countries.

The professed purpose of this undertaking is to systematize the work of the schools of all orders and adjust it more closely to modern demands.

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#### COMMON ELEMENTS IN THE DIFFERENT PROGRAMS.

From the survey of secondary schools here presented it is obvious that certificates from liceos or colegios in South America, whether merely proofs of graduation or carrying the bachelor's degree, represent different standards, but there is sufficient uniformity to form the basis for a general determination of values.

In all the States excepting Brazil the basis of the literary studies is Castilian, that form of the Spanish language which has preserved continuity and purity from age to age by reason of its rich and varied literature. The thorough manner and serious spirit in which this instruction is conducted may be illustrated by the elaborated program for Argentina. In the first year of the course stress is placed upon the formation and pronunciation of words and their accents; this is followed the second year by the study of simple sentences, parts of speech, and their inflections; and the third year

syntax is taken up, including the principles of composition and figures of rhetoric. From the first, the grammatical instruction is accompanied by readings from Spanish authors. As a rule the works selected at this early stage treat of Spanish history and the relations between Spain and her American colonies; in the third year the study is begun of the works of native authors as well as those of Spain.

From the fourth to the sixth year the study of Castilian is replaced by that of literature taken in a more extended sense. The literatures of Argentina and Spanish America in general occupy the time for the fourth year; and the history of Castilian literature the corresponding period in the fifth year.

The course for the fifth year is divided into six periods, following the development of Castilian literature from the earliest stage to its culmination and later, though less brilliant manifestations. A large part of the course is given by *résumés* and compendiums. Among the authors that are critically considered are Herrera, representing the national classical epoch; Lope de Rueda, Lope de Vega, and Calderon, the period of dramatic poetry; Cervantes, the novel; de Huerta and Martinez de la Rosa, the drama; and Zorrilla, the later romantic period.

The official instructions comprise lists of reference books and critical editions of the authors as well as cheaper school manuals. Among critical editions of well-known works are the following: *La gesta de Mío Cid*, ed. by Ramon Menendez Pidal; *El ingenioso hidalgo Don Quijote de la Mancha*, ed. by F. Rodriguez Marin.

In the list of critical *résumés* appear the history of the Spanish literature by George Tichnor, Castilian and Portuguese literature, by Wolff; and the anthologies of Castilian poetic literature, critical history of esthetic ideas in Spain, and other similar works by Menendez y Pelayo.

The official instructions accompanying the program urge that reading of the authors be made the basis of the entire study of literature. This reading should precede as far as possible all commentary and exposition of rhetorical principles. Discussions of style should be based upon the texts which illustrate the principles elucidated. In this way an eminently practical character is imparted to the instruction in literature. It is interesting to note in this connection, also, that the study of universal history is conducted by periods marked by great movements, and that in connection with each the literature of the period is specially emphasized.

The course in literature as outlined in the official programs is very extended, but it should be considered that the instruction in this subject is given largely by lectures and critical readings on the part of the professors, the students taking notes during the class, on

which they are subsequently questioned. The intensive study of authors and literary periods is continued as a rule in special institutions and the university faculties.

In Brazil the study of the Portuguese language is carried out in the same thorough manner as the study of Spanish in the neighboring States. Composition and exercises in paraphrasing are required as a means of giving the pupils facility of expression and familiarity with the distinctions between prose and verse. The literature of Portugal is studied by selected authors illustrating its chief epochs.

In all discussions of the instruction in living foreign languages emphasis is placed upon the use of the natural or practical method, which is very readily employed, since the professor in charge of each language is proficient in the same. Hence conversation upon familiar subjects, dictation, and translation, at first of simple sentences and gradually of more extended matter, are common features of the class exercises. As a result a large proportion of the students from the secondary schools of South America have a ready use of the French language and very generally of the English or German also.

In the complete or six-year course of secondary instruction the mathematical studies, including algebra, geometry, and trigonometry, are carried about as far as in the high schools of the United States.

The similarity of the courses in science outlined for the schools of the different States indicates their development under common influences. The introduction of these subjects is undoubtedly due to the enthusiasm awakened in France by the work of Buffon and his immediate successors in the Museum of Natural History, Paris, and the interest which these scientific efforts awakened in the minds of learned men throughout Europe. The sequence of subjects follows the development of science itself. Attention is first directed to the branches of natural science which lend themselves readily to observation and description. Illustrative plates and cabinet collections afford material for what is termed the intuitive method, which, however, appears to be limited in the main to a mere description of the object. The tendencies in this respect are criticised by Dr. Lapeyre, dean of the department of secondary and preparatory studies, Uruguay, in his latest report. He complains that in the study of anatomy a professor will content himself with naming the bones and describing their relation to the skeleton, or with pointing out the general position of the main organs of the body without reference to their functions or the part which they play in the life of the individual. This defect he attributes to the want of professors familiar with the scientific method and to the absence of material equipment in the liceos. On the latter point he says:

The liceos have not been furnished always with the material for science instruction, museums, cabinets, and laboratories; but it is no less certain that in some places where

this material exists the result has been the same, which leads me to observe that the material appliances in every case serve merely as a decorative element, an adornment.

In the advanced classes physics and chemistry are introduced. With respect to these sciences the detailed programs and official instruction accompanying are very similar, as regards scope and the emphasis placed upon practical demonstrations, to the corresponding courses in the high schools of the United States. The course in physics is extended to include aeronautics and electricity, the latter in its applications as a motor power.

It is a general complaint that the schools are not provided with the equipment for practical or experimental instruction, and that where this need is supplied the appliances are used mainly by the professors for demonstration. In this respect, indeed, the practice is similar to that very commonly followed in the lycées of France. In the latter country the opinion is supported by many scientists that laboratory practice and independent experiment should not be undertaken by students until after their admission to special schools and the faculties of science.

The greatest distinction between the course of secondary instruction in South American schools and those of the United States is in the importance given to philosophy. As elaborated for Argentina, in which State the subject has unusual extension, philosophy comprises the following: Psychology, especially in its modern extensions; logic; evolution of philosophical ideas and systems.

The proper place of philosophy in a complete scheme of liberal education—that is, whether it should be taken up in secondary schools or deferred to the university stage—is a matter of very earnest discussion on the part of educational leaders. Its present position appears to be due to the influence of French precedents, and the division of opinion brought out in the discussion of the place of philosophy in an ideal scheme of higher education is similar to that which has taken place in the French council of public instruction.

The purpose of this summary has been to emphasize the salient elements in the courses of study to which it relates without entering at all upon comparison with like courses in other countries. As bearing upon this purpose it is of interest to cite here the opinion of Dr. Brandon, who has given great attention to the subject from the university standpoint. He says:

The age of the liceo graduate is about the same as that of the American boy when he finishes the high school. The Latin American is perhaps superior in breadth of vision, cosmopolitan sympathy, power of expression, and argumentative ability, but, on the other hand, perhaps inferior in the powers of analysis and initiative and in the spirit of self-reliance.<sup>1</sup>

<sup>1</sup> Latin-American Universities and Special Schools. By Edgar Ewing Brandon, vice president of Miami University. U. S. Bureau of Education Bulletin, 1912, No. 30.

## WEST INDIES.

## OPPOSITE TENDENCIES.

The West Indies afford examples of two different systems of government and of social life, one of which, represented by Cuba, is the result of the same influences that have shaped the destinies of Latin America generally, and has reached a similar stage in progress and conscious needs. The other system is represented by Jamaica, which has been a British possession for two and one-half centuries, and has an educational system modeled upon that of England. It would be out of place to consider the latter island in this connection, but for the fact that the standards applicable to its schools apply equally to the British colony of Honduras, in Central America, and British Guiana, on the northern shore of South America.

In the case of the British possessions as in that of the Latin American States a special reason for considering the character and scope of secondary education is found in the increased number of their students who seek admission to higher institutions in the United States and whose attainments, therefore, have to be measured by the entrance requirements of those institutions.

## CUBA.

All schools and higher institutions supported by the Government in Cuba are under the direction of the secretary of public instruction and fine arts. Within his province are included the public institutions for secondary education, situated, respectively, in the capitals of the six Provinces into which the island is divided.

The candidates for admission to the secondary schools must have completed the thirteenth year of age and give proof either by certificates or examinations that they have finished an elementary course of study in the following branches: Castilian, English, or French, arithmetic as far as ratio and proportion, lineal drawing and elements of geometry, detailed geography of Cuba, and elements of general geography, history of Cuba and the American Continent, and elements of physical geography, hygiene, physiology, zoology, and botany.

The official plan of studies for the secondary schools comprises seven groups of studies, forming a course of four years of eight months each (usually October to May, both inclusive). The groups of studies are arranged in courses, each course occupying a year unless otherwise indicated. An hour a day is given to each study during the period assigned. The groups of studies are as follows:<sup>1</sup>

A. Castilian grammar and literature (3 courses). B and C. English and French (2 courses). D. Geography and history (2 courses, respectively). E. Mathematics:

<sup>1</sup> Official letter bearing date June 3, 1914, and Memoria Anual, Instituto de segunda enseñanza de Matanzas.

Arithmetic, algebra, geometry, and trigonometry (3 courses). F. Physics (2 courses) chemistry (1 course). G. Cosmology (1 term); biology (1 term); and natural history (1 year). H. Logic, sociology, and civics (2 courses).

Students have choice between English and French. The studies of group G are optional. The degree of bachelor of letters is conferred upon students who complete the course and pass the required examinations.

Secondary education may be given also in private colleges incorporated in the several Provinces, but degrees conferred by such institutions have no validity. Their students must appear before the official examining board to secure the degree of bachelor of letters and science.

### JAMAICA.

#### TYPICAL PROGRAMS.

Secondary education in Jamaica is the province of two Government schools, which are largely supported by public funds, and of endowed or private schools. The course of study in the different schools varies somewhat, but they all prepare students for certain external examinations, which has a tendency to unify their curricula. The following tabulation pertaining to St. George's Colleges comprises subjects which, with one or two exceptions to be noted, enter into the course of study for all secondary schools of the island. The table indicates by the distribution of hours in a week the relative weight given to each study.

#### ST. GEORGE'S COLLEGE.

##### COURSE OF ACADEMIC STUDIES.<sup>1</sup>

Subjects.	Distribution of weekly hours.			
	Fourth-year terms.		Third-year terms.	
	First.	Second.	First.	Second.
	Hours.	Hours.	Hours.	Hours.
Latin.....	8	8	5	5
English.....	5	5	4	4
Mathematics (arithmetic, algebra).....	5	5	5	5
Christian doctrine.....	2	2	2	2
History.....	2	2	2	2
Physical geography.....	2	2		
Greek or shorthand and bookkeeping.....	1½	1½	1½	1½
Elocution.....	1	1	1	1
Modern languages.....	2	2	2	2

<sup>1</sup> From report in manuscript.

It will be seen by reference to the table that the main subjects as regards the amount of time given to them are Latin, English, and mathematics. Slight reduction takes place with respect to the first two after the fourth year. The program for the third year is identical with that for the second and first years.

The particulars in which the course for St. George's College differs materially from that of several other secondary schools are as follows: Geography, less extended; Greek, made an alternative with commercial subjects; elocution, maintained throughout the course; modern languages, limited to French. The school includes a preparatory department, to which boys are not admitted till they have passed the tenth year of age. The general age for admission to the academic department is 12 years. This school does not make a specialty of preparing students for external examinations, though it has had fair success in this work.

The Potsdam school has a course of study arranged for six forms or years and having special reference to the requirements of the Cambridge local examinations. The standard of the school may be illustrated by the following synopsis of the principal branches covered by the fifth and sixth, or two highest forms:<sup>1</sup>

*English composition.* (a) Essays and the planning thereof; (b) the art of summarizing—*précis*-writing; (c) punctuation (prose and verse); (d) correction of faulty constructions; (e) paraphrasing; (f) letter writing; (g) 1. Memorizing and recitation of selected prose passages and examination thereof; 2. Memorizing and recitation of selected passages and examination thereof.

*English literature.* (a) Shakespeare—*Macbeth*, *Tempest*, and four additional dramas; (b) Ruskin—*Sesame* and *Lillies*; (c) Spencer—*Faery Queene*; (d) Plutarch's *Lives*; (e) Chaucer—*Prologue*; (f) Addison—*Coverley Papers*; (g) *Andromeda*.

*Latin.* Fifth form—translation. Virgil, *Æneid*, Book II, and Livy, Book V. Passages are regularly set for translation at sight, and passages of continuous prose are rendered into Latin. Sixth form—Same authors; more advanced prose attempted and harder passages set for translation at sight.

*Mathematics.* Form five—1. Arithmetic continued; 2. Algebra, including logarithms, the binomial and allied theorems; 3. Plane trigonometry up to the solution of triangles, de Moivre's theorem and simple applications; 4. Algebraic geometry; 5. Elementary differential and integral calculus; 6. The elements of statics and dynamics; 7. Geometry, including solid geometry. Form six—Continues the subjects of form five with extensions, including, in mathematics, solid geometry and the elementary parts of modern pure geometry.

The study of geography is continued through five forms. French is the modern language selected.

#### THE CAMBRIDGE UNIVERSITY LOCAL EXAMINATIONS.

The Cambridge local examinations have promoted unity in the curricula of secondary schools in all the British outlying possessions. In an official letter of recent date the director of education for Jamaica says:

It has, since 1881, been possible for Jamaica students to sit for the Cambridge senior local certificate, which are admitted pro tanto by all the English universities and by several American and Canadian universities.

The Jamaica College, Potsdam and Hampton and Wolmer's (boys and girls) schools have every year, or nearly every year, had several students holding good positions

<sup>1</sup> From manuscript report.

in the Cambridge senior, and any one of them would probably obtain the recognition of any American body of regents, as the Jamaica College has actually done at one university. Other schools have from time to time sent in students who have obtained good places, but hardly in sufficient numbers to enable any external authority to judge of the standing of the upper forms in the school, except, possibly, in the case of the Montego Bay Secondary School. . . .

(1) All our schools are open to white and colored children equally, and are used by both. (2) The schools named do, in their upper classes, reach the standard required for matriculation in English and American and Canadian universities. (3) Boys and girls from them do each year enter some of these universities. (4) All the best pupils in them—and in some of the other schools—enter for the Cambridge senior and higher local exams or the London matriculation or intermediate B. A. examination.

Similar examinations are held at Belize, British Honduras.

### SOURCES OF INFORMATION.

On the administrative side the systems of education in Latin America are characterized by a closer coordination of the different departments than is found in European systems. This relation is emphasized by the official reports, which, as a rule, deal with the systems as a whole. The scope of these reports is shown by the annotations in the appended bibliography, which comprises the publications consulted in the preparation of this circular.

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As indicated in the title, this work gives full official status, laws, rules, and regulations for secondary education, including plans of studies carefully analyzed.

— **Provincia de Buenos Aires.** Dirección general de escuelas. Memoria . . . 1910-11. . . La Plata, Peuser, 1912. vols. 1-3. 4°.

The first volume of this extensive work (817 pages) treats of the central administration of the schools, including economic factors, school classification, statistics; teachers and pupils; nationalization of education; school finances and architecture, with numerous diagrams. The volume includes a number of theses and discussions of various educational topics.

Volume 2 (526 pages) presents in a comprehensive way the results of the general inspection of schools. Among topics treated are: Instructions to inspectors, special schools for abnormals, vacation schools, programs, and promotion of patriotism.

Volume 3 (568 pages) discusses the medical and hygienic side of the schools, treating the different topics at length. Among these subjects are the prevention of contagious diseases, rules as to medical inspection, schools for abnormals, schools for debilitated children, finger prints of abnormal children. This volume contains also a number of lectures and original investigations of school children from the medical point of view.

— **Dirección general de estadística.** Resúmenes estadísticos retrospectivos. Buenos Aires, Imprenta de G. Kraft, 1914. 234 p. 8°.

Under head of "Estadística escolar" (pp. 210-231) is a short introduction followed by statistical tables, including number of schools, teachers, and pupils for each year in the different provinces from 1903 to 1912.

**Brazil.** Ministerio da justiza e negocios interiores. Regulamento do collegio Pedro II, aprovado pelo decreto n. 8.660, de 5 de Abril de 1911. Rio de Janeiro, Imprensa nacional, 1911. 18 p. 8°.

Contains text of the decree determining the organization of the institution and statement of its purposes.

**Chile.** Ministerio de instrucción pública. Anuario. Recopilación de leyes i reglamentos relativos a los servicios de instrucción superior, secundaria i especial . . . Santiago de Chile, Imprenta universitaria, 1912. ci, 607 p. 4°.

A chronological, alphabetical, and analytical index of the laws and regulations is given as a preface to the volume.

— **Oficina central de estadística.** Anuario estadístico de la República de Chile. Instrucción. Año 1911. Santiago de Chile, Soc. imp. y lit. universo, 1913. x, 228 p. 8°.

The educational section of a general statistical report. Statistical tables only; these are in detail and quite complete. No comments are given with the tables.

**Colombia.** Ministro de instrucción pública. Informé . . . al congreso de 1913. Bogota, Imprenta nacional, 1913. 256 p. 4°.

A report of the minister of education, giving detailed statistics of educational matters of the Republic, illustrated with photographs of pupils and buildings in different localities. The report is made to the Colombian Legislature.

**Costa Rica.** Secretaría de instrucción pública. Memoria de instrucción pública, presentada al congreso constitucional por Roberto Brenes Mesén. . . 1914. San Jose, Tipografia nacional, 1914. xiii, 339 p. 8°.

The secretary in his introduction considers recent educational reforms in his country. Extensive statistics in tabular form give details as to present status of education in its various departments.

<sup>1</sup> Prepared by Arthur MacDonald.

Cuba. Instituto de segunda enseñanza de Matanzas. Memoria anual. Correspondiente al curso academico de 1908 á 1909. Matanzas, Imprenta de Quiros y Estrada, 1908.

Comprises report of the institution and the course of study prescribed for all the national secondary schools.

Ecuador. Ministerio de instrucción pública, correos, telégrafos, etc. Informe anual que Luis N. Dillon . . . presenta a la nación en 1913. Quito, Imprenta y encuadernación de la escuela de artes y oficios, 1913. 2 vols. 4°.

Volume 1 contains an extensive exposition (75 pages) of the different classes of education—primary, secondary, etc.—to which is annexed a series of reports from educational officials of the different Provinces discussing questions of school attendance, material conditions, school organization, physical and moral education, native idioms, civic, and esthetical education, and previous condition of education; also methods of instruction, textbooks, school administration and finances, direction of studies, inspectors' visits, libraries, suggestions of school councils, and school discipline.

Under secondary and higher education attention is given to courses of study in detail, degrees, reports from professors and rectors. These, with other topics, cover 450 pages.

Volume 2 presents in detail (483 pages) plans, articles, and rules for primary education, including executive decrees as to public instruction, ministerial circulars, official letters, etc.; articles or rules for school authorities and school inspectors of different classes; also rules and instructions as to school discipline, supervision, classification; classes of teachers, their qualifications and examinations.

Guatemala. Ministerio de instrucción pública. Memoria de la Secretaría de instrucción pública de Guatemala, presentada a la Asamblea nacional legislativa en 1914. Guatemala, Tipografía nacional, 1914. 402 p. 8°.

This memoria gives a somewhat full report of educational statistics.

Jamaica. Announcements of individual schools and official correspondence.

In manuscript.

Nicaragua. Ministerio de instrucción pública. Memoria de relaciones exteriores e instrucción pública presentada al Congreso nacional. . . Octubre de 1911 á diciembre de 1913. Managua, Tipografía nacional, 1914. 2 vols. 8°.

In volume 2 are given résumés of some educational statistics in tabular form.

Panama (Republic). Secretaría de instrucción pública. Memoria que el secretario de estado en el despacho de instrucción pública presenta a la asamblea nacional de 1914. Panama, Imprenta nacional, 1914. . 477 p. 8°.

This report has a general introduction of 50 pages treating of the different phases of education in the Republic and also of special institutions. Among the latter are the National Institute, normal school for teachers, schools of arts and trades, conservatories of music and oratory, and schools of painting. The report contains much detailed information, including names of officials, programs of studies, and reports of local officers.

[Peru.] Lockey, Joseph B. Estudios sobre la instrucción primaria en al departamento de Lima y la provincia constitucional del Callao. Lima, Perú, Gil, 1914. xiii, 290 p. tables, plans, etc. 8°.

This work is divided into three parts, the first containing general considerations pertaining to various subjects: among these scientific management applied to school administration, physical education, agricultural education, vocational education, and some anthropometrical studies of pupils.

The second part consists mainly of official letters and circulars having reference to subjects of current interest; such as school hygiene, school exhibitions, etc. The third part consists of 31 statistical tables of a comprehensive or retrospective character for the Department of Lima and the Province of Callao.

Ministerio de instrucción. Informaciones sobre la segunda enseñanza en la república. Edición oficial. Lima, Tipografía de "El Lucero," 1906. 2 vols.

The two volumes comprise an exhaustive survey of secondary education in Peru in the form of communications from directors and professors of national and private colleges and educational authorities. The matter was submitted in response to a call from the Legislature in view of proposed modifications and reforms in the department of secondary education.

Salvador. Ministerio de instrucción pública. Memoria de los actos del poder ejecutivo en el ramo de instrucción pública presentada a la honorable asamblea nacional el día 10 de Marzo de 1913, por el sr. subsecretario de estado Dr. Gustavo S. Baron. San Salvador, Imprenta, Melen dez, 1913. 4°.

After a general introduction, this report gives detailed information chiefly in the form of statistical tables for the different educational institutions of the country, i. e., technical, commercial, and special schools, as well as primary, secondary, and higher educational schools.

Uruguay. Dirección general de estadística. Anuario estadístico . . . con varios datos de 1911. (Años 1909-10.) Libro 22 del "Anuario" y 36 de las. Tomo 1. Montevideo, Dornaleche, 1912. xxxix, 471 p. (Apéndice, i-cxx p.) 4°. (Libro 22 del "Anuario" y 36 de las publicaciones de la dirección general de estadística.)

In the appendix is a census (p. 13-15) of education for 1908, giving number of pupils, students, teachers, and professors for primary, secondary, higher, and special education; also registration in different faculties, and results of examinations for all orders of education, including entrance examinations.

— Dirección general de instrucción primaria. Anales de instrucción primaria. Año 11-12. Tomo 13, nos. 1-12. Montevideo, Imp. "El sigl. ilustrado," de G. V. Marifio, 1914. 979 p. 8°.

This work comprises articles on and the results of the original investigations of many modern phases of primary education, by specialists of the country.

— Montevideo. Universidad. Proyecto de plan de estudios para la sección de enseñanza secundaria y preparatoria. Anales . . . 1912. Tomo 21, no. 88. Montevideo, Tip de la Escuela nacional de artes y oficios, 1912. p. 1-194. 8°.

This volume comprises the plan of secondary studies and of studies preparatory to the university faculties, submitted by the section of the university council charged with that interest, according to article 18, law of December 31, 1908; also the discussions and final action of the university council respecting the proposed plan and the decree of the President of the Republic authorizing the adoption of the plan of studies. p. 1-194. The remainder of the volume is occupied by articles and official papers pertaining to university matters.

Venezuela. Ministerio de fomento. Dirección general de estadística de Venezuela. Anuario estadístico . . . 1910. Caracas, Imprenta nacional, 1913. xxi, 504 p. 8°.

Contains documents pertaining to 1911 and 1912.

On pages 57-72 of this yearbook are given statistical tables of primary education, including number of schools, teachers, and pupils of public and private schools; classes of schools and divisions by ages; also statistics and colored graphs (p. 400-403) illustrating them from 1908 to 1910.

— Ministerio de instrucción pública. Memoria. Exposición. Dirección primaria y secundaria. Documentos. Tomo 1. Caracas, Imprenta nacional, 1914. cxiv, 495 p. 4°.

— Dirección de instrucción superior y de bellas artes. Documentos. Tomo 2. Caracas, Imprenta nacional, 1914. 538 p. 4°.

— Dirección de estadística y contabilidad. Documentos. Tomo 3. Caracas, Imprenta nacional, 1914. 335 p. 4°.

In the first volume (495 pages), after an extensive introduction (100 pages), Minister F. Guevara Rojas calls especial attention to certain points, including the following:

*Primary education.* Creation of new graded schools; work of first school census; foundation of anti-Catholic education in the country; organization of manual labor in the schools.

*Normal school instruction.* Establishment of the internat in both normal schools.

*Secondary instruction.* Rules for written examination in colleges; official edition of previous programs of study; installation of chemical laboratory in the college for boys at Caracas; scholarships for young men delegated to study branches of technical education in foreign countries.

*Institutions for university extension.* Designation of a delegate to represent Venezuela in the Sixth Pan-American Congress of Lima; organization of a circulating library; establishment of four meteorological stations.

*Special education.* Reorganization of the academy of plastic arts, conservatory of music and declamation; creation of a professorship of composition in the academy; scholarships for young men to study the fine arts in foreign countries.

*School of arts and trades for men.* Formation of classes in tailoring and photography, in physics and mechanics of automobiles; competition for scholarship in school of arts and trades of Santiago de Chile.

*School of arts and trades for women.* Creation of new professorships of materials and costumes, making of hats, artistic flowers, etc.; organization of a school for nurses.

The remainder of volume 1 contains official papers comprising letters from the minister to the President of the Republic, and from State superintendents to the minister; also lists of the students graduating, and numerous tables of details.

The second volume (538 pages) bound with the third, consists of official papers on the direction of superior instruction and fine arts.

The third volume (339 pages) deals especially with statistics and accounts.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.







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